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ABSTRACT

The aim of this study is to assess the degree to which sentence imitations of Negro and Mexican-American children (grades K-2) could be used as a basis for language evaluation. Tapes of 10 Negro and 10 Mexican-American children who had responded to a set of commercially available test materials were evaluated by panels of experts. Evaluations for both groups were in terms of judgments concerning language dominance, Standard American English (SAE) comprehension, SAE production, SAE phonology, SAE intonation, SAE inflections, SAE syntax, language pathologies, and predictions of reading achievement. In addition, the Mexican-American children were evaluated on Spanish comprehension, Spanish production, Spanish phonology, Spanish intonation, and Spanish syntax. For each scaled evaluation, evaluators provided a description of their bases for judgment. Evaluators responded to open-ended questions regarding instructional needs, reading achievement, and overall reactions. Results of the study are interpreted primarily for application in the training of personnel to undertake language evaluations of primary school children using sentence imitation materials. (Author/RL)

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Final Report

REPETITION AS AN ORAL LANGUAGE ASSESSMENT TECHNIQUE

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This research represents Phase I of the development of training protocol materials for Teacher Corpsmen in the use of oral language assessment techniques.

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1. ABSTRACT

The aim of the present research was to assess the degree to which sentence imitations of Black and Mexican-American children (grades K-2) could be used as a basis for language evaluation. Tapes of ten Black and ten Mexican-American children who had responded to a set of commercially available test materials were evaluated by panels of experts. Evaluations for both groups were in terms of judgments concerning language dominance, SAE comprehension, SAE production, SAE phonology, SAE intonation, SAE inflections, SAE syntax, language pathologies and predictions of reading achievement. In addition, the Mexican-American children were evaluated on Spanish comprehension, Spanish production, Spanish phonology, Spanish intonation, and Spanish syntax. For each scaled evaluation, evaluators provided a description of their bases for judgment. Finally, evaluators responded to open-ended questions regarding instructional needs, reading achievement and overall reactions.

Results indicated high reliability of scale judgments, except for ratings of intonation, language pathologies and for predictions of reading achievement. The comments which served as bases for making scale judgments were highly consistent with language deviations typically identified in the two linguistic samples, and were congruent with the scale ratings themselves. Responses to open-ended questions were markedly inconsistent, often reflecting reticence to make major judgments based upon limited data as well as reflecting differences in philosophies for language instruction.

Results of the study were interpreted primarily for application in the training of personnel to undertake language evaluations of primary school children using sentence imitation materials. The results of the present study were proposed as applicable to the training of evaluators. Finally, suggestions were made for the extension of the present techniques to certain aspects of teacher training, individualized pupil instruction in the language arts area, and for linguistic research.

2. INTRODUCTION

During the decade of the 1960's, linguists, psychologists, sociologists, and educators showed considerable interest in the language of "atypical" children. An atypical child has a different socio-economic status or different ethnic background from those children typically represented in educational populations. Educational systems, including their curricula and teaching techniques, traditionally have been designed for the more usual or typical child rather than for the child brought up on the social periphery. Research results have indicated consistently that children of these atypical populations more often encounter significant problems in the educational setting than other children do. They repeat more grades, they are absent more often, and they drop out of school at earlier grade levels and with greater frequency than others. That language and dialect differences represent one of the crucial variables contributing to these problems was not a suggestion unique to the 1960's. What was new to that decade was the amount of activity which these concerns about language differences did in fact generate. Numerous research projects were designed to investigate the specific effects of atypical linguistic backgrounds on aptitude and achievement test scores. The concern was that in assuming a typical linguistic background these tests could not measure accurately the academic potential of atypical children. Hence, there were efforts to develop programs to ameliorate linguistic and cognitive difficulties of young children before they experienced educational failure.

The Teacher Corps, in its efforts on behalf of both Black and Spanish-speaking student populations in the economic impact areas of the United States and in keeping with these concerns of the previous decade, readily acknowledged the need for dealing with linguistic factors involved in educational performance. Accordingly, an important part of the training of Teacher Corpsmen involves such linguistic considerations, and it is deemed essential that they be provided theoretically sound and viably applicable techniques for dealing with all aspects of the language of the children with whom they come into everyday contact.

An important aspect of any educational program involves assessment. Language is no exception. A technique for assessing linguistic baselines, i.e., initial levels of linguistic effectiveness, is requisite to determining which children should participate in which educational programs. It is also essential in determining the effects of the participation of a given group of students in a given program. Great care must be exercised in the assessment process to ensure the appropriateness of the technique employed. One must ask, does the instrument assess those specific aspects of behavior about which information is sought? In addition, caution is required in the utilization

of results from assessment. Here, one might inquire, are the results used to provide feedback to educators, or are they used to classify and to stereotype students?

Many instruments have been developed for assessing the linguistic performance of young children. Some have been designed with specific populations in mind (e.g., Spanish-English bilinguals); others are considered by their authors to be applicable and appropriate to "children in general." Pursuant to reviewing several oral language assessment techniques, Teacher Corps was cognizant of the crucial and sensitive role assessment plays. It was concluded that a thorough investigation of the capabilities and limitations of one assessment technique, a sentence-imitation test,[1] was the most appropriate means of exploring oral language assessment as it applied to the agency's efforts. The Center for Communication Research of the University of Texas at Austin was asked to carry out the initial investigation of this instrument.

This project represents Phase I of a larger plan which, in addition to providing research data concerning a particular assessment instrument, will attempt to draw upon these results in designing programs to prepare Teacher Corpsmen to assess effectively the language of those children with whom they work.

In brief, Phase I involved the following procedures: (1) Sample tapes were selected of the linguistic performances of children from two linguistic communities, the Black and the Mexican-American. These tapes reflected various degrees of linguistic dominance of a given language, various levels of comprehension and production, speech pathologies, reading readiness, and other relevant aspects of linguistic performance. (2) A panel of specialists in the area of child language was asked to evaluate the sample tapes from one of the two linguistic communities in terms of a series of evaluative ratings of performance, and to cite aspects of a performance considered specifically relevant to a given rating. (3) The responses of the panel of specialists were examined and compared to determine the reliability of evaluative ratings. (4) The aspects of the individual performances indicated as influential in determining the evaluative ratings were examined and a complete description of protocol characteristics obtained. The data collected and described in Phase I are to serve as input to field training and testing with Teacher Corpsmen in an anticipated Phase II of the larger plan.

This report describes the research carried out in Phase I, i.e., the evaluation of an assessment technique. Section 3 of this

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[1]The Gloria and David Test. © by Language Arts, Inc., Austin, Texas, 1958.

report briefly describes the sentence-imitation test and its administration. A description of the procedures followed in this research project, including the research design employed, language sample selection, questionnaire development, specialist panel selection, and the like is to be found in Section 4. Section 5 contains a descriptive account of the data collected from the specialist panel. Evaluative ratings are included as well as information regarding those aspects of a given performance which the raters have indicated to be specifically applicable to the evaluative rating assigned. Section 6 contains linguistic profiles of each of the twenty children in the samples as they were characterized by the evaluator panels. A discussion of the research results including implications for Phase II of the larger project is presented in Section 7.

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3. THE TEST INSTRUMENT

3.1 The Gloria and David Oral Language Test

The Gloria and David Test is comprised of exemplars recorded on tape and keyed to twenty illustrations taken from lesson six of the Gloria and David instructional materials.[1] The English version of this instrument consists of forty model sentences. The Spanish-English version contains fifty sentences, 25 of the sentences of the English version plus 25 model sentences in Spanish. The same illustrations are keyed to both versions of the test. In the English version each illustration accompanies two model sentences. In the Spanish-English version ten of the illustrations accompany two model sentences each and ten accompany three sentences. The models in all cases are provided by a Texas-born bilingual female.

3.1.1 Illustrations. The twenty illustrations on a 16 mm. filmstrip are in bright colors designed to be attractive to small children. An attempt was made to eliminate specific cultural cues in the illustrations through the use of bright colors and fanciful artwork.

3.2 The English Test

3.2.1 Content. The forty model sentences of the English version of this instrument appear in Appendix 1. The shortest English sentence contains two words, four syllables: "Gloria cries." The longest is "Gloria and David both get clean clothes" which contains ten syllables.

3.2.2 Phonological content. A breakdown of the phonological content of these forty sentences appears in Table 3.1. As may be seen, twenty-one English consonants are represented in at least one position; /ǰ/ as in "judge" and /ž/ as in "vision" are not included in any position. All vowels occur at least once. Diphthongs include /ay/ and /ya/; /i/, /e/, /ə/, /a/ and /o/ occur preceding a final /r/; conspicuously absent are /aw/ as in "cow" and /ɔy/ as in "boy."

3.2.3 Grammatical content. A grammatical breakdown of the content of the English test appears in Table 3.2.

3.3 The Spanish-English Test

3.3.1 Content. The fifty model sentences of the Spanish-English test appear in Appendix 2. The range of the length of the

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[1] Gloria and David Beginning English, Series No. 20, 1958; Gloria and David Beginning Spanish, Series No. 40, 1959.

Table 3.1 Phonological content of English test

Consonants	Initial	Medial	Final	Consonant Clusters Initial		Final	
p	-	-	4	pl	1	ts	2
t	11	3	11	kl	6	ks	3
k	6	-	4	kr	1	dz	1
b	7	2	-	br	7	lps	1
d	12	2	9	dr	7	lk	1
g	6	-	1	gl	14	nt	1
θ	-	-	9	sk	1	nk	1
ð	17	4	-			nd	5
f	6	-	-			ndz	1
v	-	9	-			nz	2
m	5	1	2			rt	1
n	4	-	19			rk	1
l	3	1	6			rks	1
r	-	14	27				
w	10	-	-				
y	-	-	-				
h	34	-	-				
s	6	-	4				
z	-	-	32				
š	7	3	7				
ž	-	-	-				
č	4	-	-				
ǰ	-	-	-				

Vowels					
I	(bit)	38	ya		14
i	(beat)	20	ay		3
ɛ	(bet)	27	ir	(beer)	1
e	(bait)	28	ər	(burr)	11
ae	(bat)	21	er	(bear)	7
a	(pot)	13	ar	(bar)	4
ɔ	(bought)	7	or	(boar)	14
o	(boat)	30			
ʊ	(book)	1			
u	(boot)	10			
ə	(but)	49			

Table 3.2 Grammatical content of English test

Nouns and Pronouns		Miscellaneous constructions	
Count nouns-singular	25	Def. article + noun singular	4
Count nouns-plural	16	Def. article + noun plural	5
Mass nouns	8	Indef. article + noun singular	8
		Indef. article + adj. + noun singular	1
Pronoun-subject	10	Adjective + noun plural	1
She	4	in + possessive pronoun + noun	2
He	2	on + possessive pronoun + noun	6
They	4	with + possessive pronoun + noun	2
		for + possessive pronoun + noun	2
Noun possessive	2	to + noun (place)	3
		at + noun (place)	1
Pronoun-possessive	20	Adverb (time)	2
Her	9	Negatives	3
His	7	don't + verb	1
Their	4	can + verb	1
		cannot + verb	1
		X (noun) and Y (noun)	3
Verbs		X (noun) and Y (noun) both	1
		to have X for Y	2
3rd person present tense	21	(to) button (verb)	2
Singular	14	(to) dress in ... clothes	1
Plural	7	to be + adjective	1
		to be + on (light)	1
Has	9		
To be	6		
is	3		
are	3		

English sentences is the same as that for the English test, from four syllables to ten. The Spanish sentences range in length from five syllables, "Gloria llora," to 13 syllables as in "El bebé tiene un calcetín en la pierna." (There are three Spanish sentences which contain the maximum 13 syllables.)

The fifty sentences are randomly ordered according to language, but there are no more than two successive sentences in the same language. Each sentence is related to the illustration which accompanies it, resulting in a commonality of topic among those sentences in both English and Spanish keyed to the same illustration. In several instances, two sentences, one in English and one in Spanish relate the same general meaning, e.g., "Gloria cries" and "Gloria llora." It should be noted that whenever two such sentences occur in succession, the English always precedes its Spanish equivalent.

3.3.2 Phonological content: English sentences. The phonological content of the English sentences appearing in the Spanish-English test is approximately the same as that described for the English test, the principal difference obtaining in the frequency of occurrence of the sounds. These sounds and their frequencies appear in Table 3.3.

3.3.3 Grammatical content: English sentences. The grammatical breakdown of the English sentences in the Spanish-English test is presented in Table 3.4. As in the case of phonology, the principal difference between the English and the Spanish-English tests relative to English grammar lies in the overall frequencies of occurrence. A comparison of Tables 3.2 and 3.4 reveals that the overall content coverage was largely retained in reducing the number of English sentences from forty to twenty-five for inclusion in the Spanish-English instrument.

3.3.4 Phonological content: Spanish sentences. Three Spanish vowels, /a, e, o/, occur in both stressed and unstressed position; /i/ and /u/ occur in stressed position only. Diphthongs include /ya/, /ye/, /we/, /yo/, /oy/, and /ey/. Absent in single syllables are /ay/ and /aw/, although the former occurs in adjacent syllables in "ayuda," and the latter appears in the sequence "toma una." The sixteen consonant sounds of Spanish are included. The inventory of Spanish sounds and their frequencies appear in Table 3.5.

3.3.5 Grammatical content: Spanish sentences. The twenty-five model sentences in Spanish include those features described in Table 3.6.

3.4 Administration of the Test

Earlier versions of the Gloria and David Test were administered utilizing two separate pieces of equipment: an 8-track tape player with recording capabilities and a film strip (or slide) projector.

Table 3.3 Phonological content of English sentences in Spanish-English test

Consonants	Initial	Medial	Final	Consonant clusters Initial		Final	
p	-	-	4	pl	-	ts	1
t	11	3	11	kl	3	ls	2
k	6	-	4	kr	1	dz	1
b	7	2	-	br	5	lps	1
d	12	2	9	dr	4	lk	1
g	6	-	1	gl	8	nt	-
θ	-	-	9	sk	1	nk	1
ð	17	4	-			nd	4
f	6	-	-			ndz	1
v	-	-	-			nz	1
m	5	1	2			rt	-
n	4	-	19			rk	1
l	3	1	6			rks	1
r	-	14	27				
w	10	-	-				
y	-	-	-				
h	34	-	-				
s	6	-	4				
z	-	-	32				
š	7	3	7				
ž	-	-	-				
č	4	-	-				
j	-	-	-				

Vowels					
I	(bit)	26	ya		8
i	(beat)	14	ay		2
ɛ	(bet)	17	ir	(beer)	1
e	(bait)	18	ər	(burr)	6
ae	(bat)	11	er	(bear)	5
a	(pot)	11	or	(boar)	8
ɔ	(bought)	5	ar	(bar)	3
o	(boat)	17			
ʊ	(book)	-			
u	(boot)	10			
ə	(but)	29			

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Table 3.4 Grammatical content of English sentences in Spanish-English test

Nouns and Pronouns		Miscellaneous constructions	
Count nouns-singular	14	Def. article + noun singular	2
Count nouns-plural	10	Def. article + noun plural	3
Mass nouns	6	Indef. article + noun singular	3
		Indef. article + adj. + noun singular	1
Pronoun-subject	5	Adjective + noun plural	1
She	1	in + possessive pronoun + noun	-
He	1	on + possessive pronoun + noun	4
They	3	with + possessive pronoun + noun	1
		for + possessive pronoun + noun	1
Noun possessive	2	to + noun (place)	3
		at + noun (place)	1
Pronoun-possessive	11	Adverb (time)	1
Her	3	Negatives	2
His	5	don't + verb	-
Their	3	can + verb	-
		cannot + verb	1
Verbs		X (noun) and Y (noun)	2
		X (noun) and Y (noun) both	1
3rd person present tense	17	to have X for Y	1
singular	11	(to) button (verb)	1
plural	6	(to) dress in ... clothes	-
		to be + adjective	-
Has	3	to be + on (light)	1
To be	4		
is	2		
are	2		

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Table 3.5 Phonological content of Spanish sentences in Spanish-English test

Consonants	Initial	Intervocalic	Final
p	7	5	-
t	15	6	-
k	7	2	-
b	7	16	-
d	10	5	3
g	-	1	-
f	1	-	-
x	4	2	-
m	3	5	-
n	4	11	24
ñ	-	3	-
l	18	3	6
ř	-	10	5
rr	1	-	-
s	15	4	26
č	1	1	-

Consonant clusters-initial	
tr	2
gl	7

Vowel glides	
ya	11
we	4
ey	1
ye	12
oy	1
yo	8
yu	2

Vowels	Stressed	Unstressed
a	28	47
e	32	28
i	14	-
o	19	9
u	7	-

Table 3.6 Grammatical content of Spanish sentences in Spanish-English test

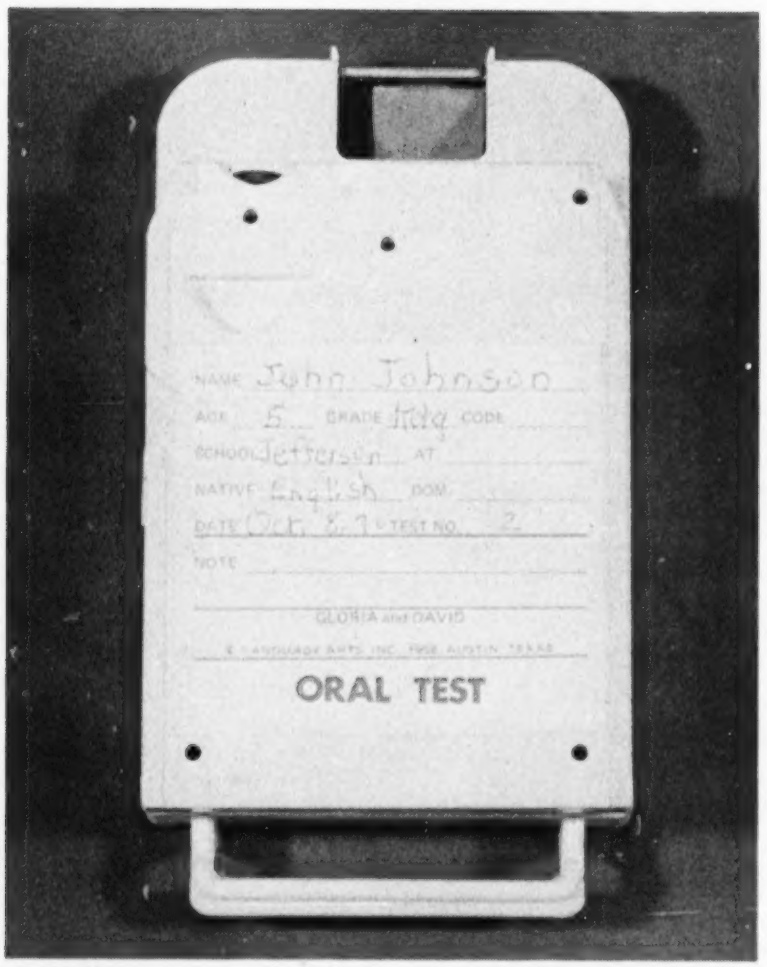
Nouns	29	3rd person present tense verb	24
Masculine singular	11	singular	17
Masculine plural	7	plural	7
Feminine singular	10		
Feminine plural	1	3rd person past tense verb (sing.)	1
Definite article + m.s. noun	5	Reflexive verbs	8
Definite article + m.p. noun	5		
Definite article + f.s. noun	6	Stem changing or "irregular" verbs	13
		tener	7
Indefinite article + m.s. noun	3	poder	2
Indefinite article + f.s. noun	1	acostar	1
		despertar	1
en + def. art. + f.s. noun	3	ir	2
en + def. art. + m.p. noun	1		
		Verb estar	2
para + m.s. noun	1		
de + m.p. noun	1	poder + infinitive	2
de + f.p. noun	1	Ir + a + infinitive	1
con + possessive + m.s. noun	1	Estar de + noun plural	1
a + def. art. + f.s. noun	1	Estar + adjective	1
a + def. art. + m.s. noun	1	Personal a + noun	2
Pronoun-subject	5		
ella	2		
ellos	3		
Pronoun-indirect object (le)	2		
possessive (su) + noun	2		

Operation of this equipment required the active participation of a test administrator during the entire testing session. Recent modifications have been made to simplify the administration of this test.

3.4.1 The Teacher ASSISTANT. Resembling a medium size television receiver, the ASSISTANT accommodates a sound and picture synchronized cartridge which, while being seen and heard by the student, accepts and records the response given to whatever has been prerecorded in sound and picture (cf. Figure 3.1). Three separate sound tracks are contained on the 1/4 inch magnetic tape with only the response track being erasable. The sound cartridge employed is the standard 8-track commercial cartridge. The picture cartridge requires a 16mm. filmstrip. The two cartridges are joined by an adhesive which permits their being inserted together into the ASSISTANT. The audio and visual cartridges are synchronized, and the visual stimuli change at appropriate points in the audio sequence. The machine automatically stops at the end of the audio tape.

3.4.2 Administration setting. If more than one machine is to be used in the same room, each ASSISTANT should be allotted at least fifteen square feet of floor space to preclude the possibility of interference from one child to another. The setting should be a relatively quiet location, free from possible visual and auditory distractions. School libraries and cafeterias are often inappropriate testing sites because of the competing activities which occur in them (cf. 4.2.1.1).

3.4.3 Administration procedure. Each child is seated before the ASSISTANT which is placed on a table top so as to position the screen at eye level. The child's name is recorded on an adhesive-backed label which is affixed to the sound cartridge (cf. Figure 3.1), and the latter in turn is joined to the picture cartridge. The child is provided with an earphone-microphone headset, and an attempt is made to allay any doubts or fears the child may have concerning the headset. The headset is positioned comfortably on the child's head with the microphone about three inches from his lips. The child is asked to repeat during the time allotted the sentences provided by the model (e.g., "Say what the lady says."). The combined audio-visual cartridge is inserted in the machine and the start button depressed. The record button is then depressed and the recording light checked. Record volume for the child's response and the playback volume on the model test, although normally pre-set before a series of test administrations, are verified. The first two frames (i.e., four sentences, two illustrations) are monitored by the administrator to verify that the child understands what he is being asked to do. This monitoring also permits the administrator the opportunity to check on the synchronization of the audio and visual stimuli as well as to readjust the volume for the child's responses. This last readjustment is occasionally necessitated because of the wide variation in the levels of



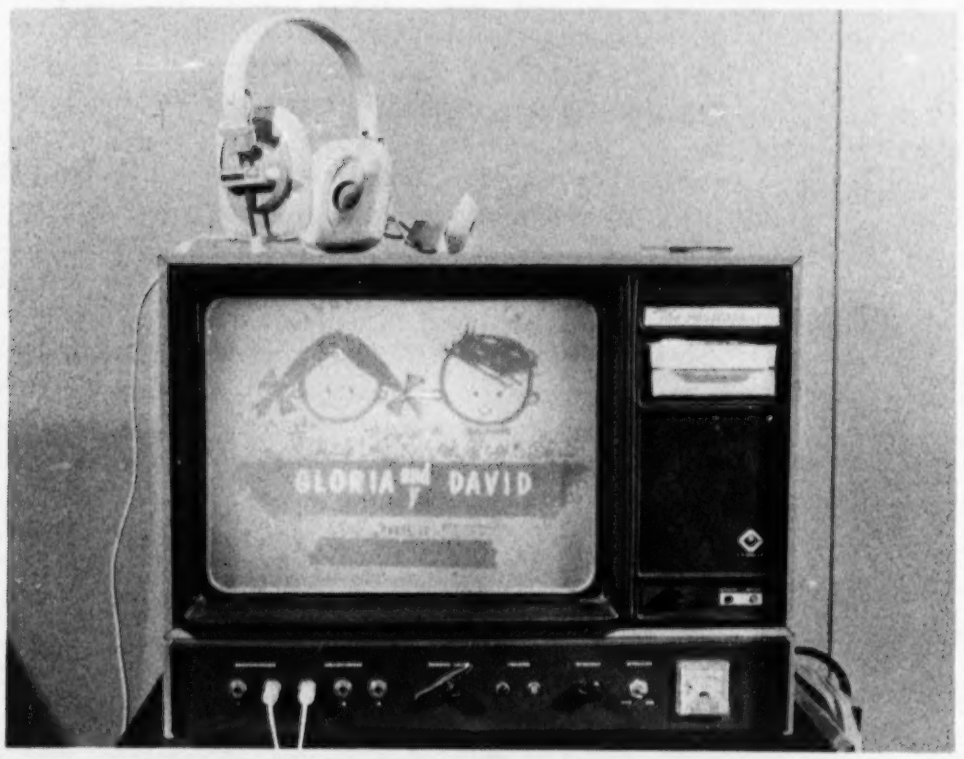


Figure 3.1 The Teacher ASSISTANT and cartridge

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children's responses. The most efficient means of setting the child's volume control has been to set the record volume at peak and reduce to below distortion level.

Once the child has begun his task and all adjustments have been made, the test administrator withdraws from the immediate area. Since the illustrations change automatically and the machine turns itself off at the end of the test, there is no need for more than infrequent cursory checks from a distance. Most children do not experience difficulty in understanding what is expected of them after the administrator has provided them initial instructions accompanied by encouragement during the monitoring of the first four sentences.

When the test has been completed and the machine stops, the administrator returns to the testing area, removes the headset, and praises the child for his efforts. The double cartridge is removed from the machine and the audio tape with the child's identification label affixed is separated from the film cartridge. The former is set aside for subsequent evaluation and the latter may be affixed to a blank audio tape cartridge for the next child. The same picture cartridge thus may be used repeatedly by substituting the audio cartridges for successive children. Total testing time is approximately eight minutes for the English test and eight and one-half minutes for the Spanish-English test.

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4. PROCEDURES

4.1 Research Design

Basic to the research design of this project was the selection of ten samples of Black and ten samples of Mexican-American children's performances on the Gloria and David Test. These samples were selected on the basis of their being representative of the total sample of linguistic behavior provided by 750 Ss tested in San Antonio, Texas.

Some 35 professionals in the United States whose expertise in the area of child language is recognized were contacted for evaluation of the two language samples. Of that total 15 persons agreed to evaluate the ten Black language samples and 14 evaluated the ten Mexican-American language samples. These specialists were asked to evaluate the performance of each of the ten children making up one of the samples by assigning ratings to such general areas of performance as production, comprehension, mastery of phonology, inflections, syntax, and intonation. In addition, these specialists were asked to indicate those aspects of each performance they thought were influential in their having rated the performance as they did. They were also asked to indicate examples of utterances in the test instrument which substantiated the inclusion of these influential aspects of performance.

Analyses to be carried out on the data included determining the reliability of the ratings assigned by the members of the evaluation panel for the same child. The comments made by the evaluators regarding aspects of performance considered to be indicative of a certain level of performance were to be described and the frequency with which they were cited was to be tabulated. The utterances cited in support of specific comments were also to be tabulated.

4.2 Preparation of the Evaluation Packets

4.2.1 Selection of criterion tapes. A total of approximately 750 tape cartridges were made available to the research team. These cartridges were recorded in September, 1970 in Kindergarten, Grade 1 and Grade 2 at five schools in San Antonio, Texas and included both Black and Mexican-American linguistic communities.

4.2.1.1 Quality of the recordings. The first step in the selection procedure involved screening for quality of the recordings. Each cartridge was reviewed on a spot-check basis and either rejected or accepted for its overall quality. The quality of the recordings was generally good,[1] but several problem areas were identified which

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[1]Earlier cartridge tape samples provided the researchers were of very poor quality and were rejected as unacceptable. The importance of high quality recordings cannot be overemphasized.

rendered recordings objectionable for inclusion in this project. Attention is called to these problem areas since recording quality has a bearing on relative accuracy of evaluation. Among those factors contributing to less than adequate tape quality, the following may be considered most frequent:

1. Child's manipulation of the headset results in high noise to signal ratios on the tape.

2. Child's tapping on the table or the ASSISTANT, readjusting volume controls, and gross body movements result not only in noise but also in a highly uneven performance.

3. In those classrooms or testing areas where many children were administered the test within close range of each other, interference with a child's performance is noted. Voices of classmates are recorded on the child's tape; children are also heard to be responding to stimuli provided by a classmate's responses to the exemplars rather than to the exemplars themselves.

4. General background noises were observed which seemed to result from the choice of testing area. These noises included the voice of a teacher in the process of giving a lesson, the chatter of children, and playground noises. In one school represented in the sample, the testing area was located in the school library and the librarian's typing accompanied nearly all of the performances recorded. It has been pointed out that the rooms most frequently available for test administration are the library and the school cafeteria. These rooms, especially libraries, are often located near outside recreation areas. While in most cases these background noises interfere less with an evaluator's hearing the children's performances than do other noises mentioned earlier, the level of possible interference with the children who are engaged in the task should not be minimized. In some cases this interference seemed obvious by a child's uneven performance, i.e., nearly perfect repetition of some stimuli and no repetition of others.

5. In a few cases no responses at all were recorded for a child. It was clear from the complete absence of sound in some instances that either the equipment had not functioned properly or that the test administrator had failed to depress the button which puts the machine in the record mode. In two cases where no response was recorded for a child, the presence of background or other noise indicated that the equipment had functioned properly and that the child had, in fact, failed to respond.

6. In a few cases a child's performance was interrupted by other children who were heard to be interacting with him during the test.

Tapes exhibiting the above characteristics were rejected for the purposes of this research. The number of tapes from the sample of 750 rejected on these grounds represented 8 percent of the total.

The tape cartridges found acceptable in the quality screening were divided into the two language groups represented by the children: Black and Mexican-American. The tape selection procedure was continued independently for each group.

4.2.2 Procedures employed in tape selection. Evaluation lists containing the total inventory of utterances included in each of the two tests (English and Spanish-English) were prepared and duplicated. Two and often three evaluators listened to the same tape recording, making notes on the utterance inventory concerning a child's performance. If at any point in the listening the tape recording exhibited any of the poor quality characteristics indicated in Section 4.2.1.1 above, the tape was rejected. Identification of these characteristics after initial screening was possible inasmuch as that screening involved only spot-checking, and disruptions such as the ringing of a class bell or sudden activity on the playground often occurred unpredictably.

Two and three raters were used during tape selection in the interest of increased reliability. As the evaluations were being carried out, however, the importance of having several listeners present became more obvious. The nature of the cartridge tapes, which cannot be stopped, rewound and re-played as is possible with reel-to-reel tapes, made listening by a single evaluator extremely time-consuming inasmuch as a complete recycle was necessary before a questionable portion of the tape could be repeated. While the tape cartridge seems to offer advantages at the time of test administration, it is most inefficient for tape evaluation. It became quite clear during the evaluation procedures that the recordings on cartridge tapes should be transferred to reel-to-reel tapes before any evaluation is attempted. Careful evaluation of language behavior recorded on tape often requires repeated listenings of the same portion of a tape; reel-to-reel (or cassette) tapes permit such repetition.

The primary criterion for the selection of those language samples which would be included in the evaluation phase of this study was language behavior, the performance of the Subjects on the tapes. Other considerations such as grade level or school were not considered particularly relevant to this project. The goal was to reproduce the range of performances observed in the total sample of each language group by selecting a group of Ss who by their individual performances served to represent that range.

The selection procedure involved, then, a review of all those tapes which had passed initial quality screening. Each S's performance

was rated and the rating sheets grouped as a function of assigned ratings. Each subgroup was then reviewed a second time to determine more subtle differences within the individual performances included in the subgroup. That is, all performances receiving approximately the same overall rating were grouped and then compared with each other in an effort to choose the one performance considered most representative of the group. Consideration was given to specific aspects of performance as well as to overall performance. Overall performance was evaluated in terms of such factors as ease of repetition, omissions, and general fluency. More stringent requirements of quality were gradually imposed, and little by little, through several such screening and reviewing steps, one given performance emerged as the most representative of a particular group.

A time-task analysis was conducted during the pilot phase, and as a result of that analysis, the total number of language samples to be evaluated by each rater was set at ten. Accordingly, these procedures were used to select the performances of ten Mexican-American and ten Black children.

4.2.3 Criteria for selection of samples of Black children's performances. As indicated earlier, the principal criterion for selection of an individual tape was its being representative of one of the subgroups of the total sample. In the case of the Black language samples, an attempt was made to select performances distributed along a hypothetical continuum whose endpoints were Black English and Standard American English, respectively.

Specific criteria considered included:

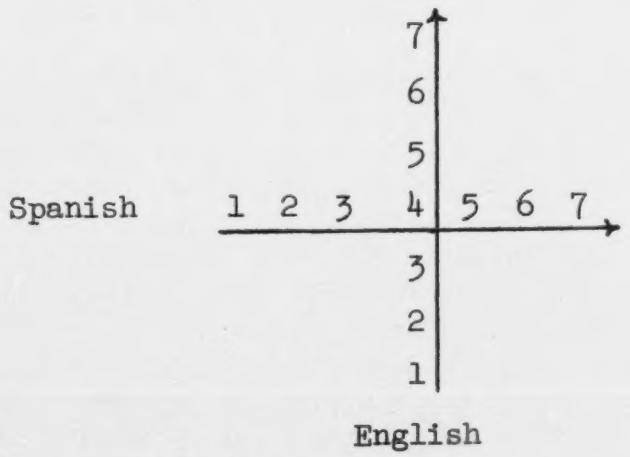
1. third person singular present tense verbs
2. noun plural inflection
3. noun possessive inflection
4. verb "to be"
5. gender differentiation in pronouns
6. pronoun case
7. has
8. negation
9. consonant clusters
10. initial and medial /ð/
11. final /θ/
12. final consonants
13. vowel quality and length

These criteria were not considered in absolute terms, i.e., in terms of being either present or absent in a performance. Important consideration was given to the variability relative to these criteria within a single S's performance. The frequencies were noted with regard to each of the criteria in order to permit a profile of the

performance of each S. This profile included both the criteria themselves and the consistency or inconsistency which characterized a given criterion in a S's performance. That is, Ss were rated in terms of the frequencies with which the criteria were either met or unmet in their performances. A given S might demonstrate considerable variation in his use or disuse of the third person singular verb inflection. Another S's performance might reveal a consistent use of the third person verb inflection, and still another might reveal the complete absence of this inflection.

4.2.4 Criteria for selection of Mexican-American language samples. The selection procedure involved in the Mexican-American samples was similar to that employed with the Black samples, especially with regard to the performance on the English sentences. The principal departure in procedure involved, of course, the added dimension of the second language, Spanish. Judgments about both languages were considered in the final selection, as were judgments concerning the relationship between the two languages in the Ss' repertoires. Included in the latter were considerations of the degree to which separation between the two languages was maintained and the degree to which shifts from one language to another were made.

In the case of the Black language samples a hypothetical unidimensional continuum provided the perspective from which tapes were to be evaluated. For the Mexican-American language samples, two continua were required, one for English and one for Spanish. The relationship between a S's performance in both languages added a third dimension to the evaluation procedure.



Specific criteria considered in evaluating the Mexican-American tapes included:

English criteria:

1. third person singular present tense verbs
2. noun plural inflection

3. noun possessive inflection
4. verb "to be"
5. gender differentiation in pronouns
6. pronoun case
7. has
8. negation
9. consonant clusters
10. initial and medial /d/
11. final /θ/
12. final consonants, voiced and voiceless
13. vowel quality and length
14. /š/, /č/ distinction
15. /b/, /v/ distinction
16. retroflex /r/
17. substitution of Spanish words in English sentences

Spanish criteria:

1. reflexive pronouns
2. indirect object pronoun
3. present tense forms of verbs
4. stem-changing verbs
5. tap /ř/ and trill /rr/
6. vowel quality--use of /ə/ in unstressed position
7. vowel glides
8. aspiration of initial voiceless stops
9. initial syllable deletion
10. unfamiliar lexical items
11. substitution of English words in Spanish sentences

4.2.5 Preparation of tape samples for evaluator panel. After the selection of ten tapes for each of the two language groups was completed, the ten cartridge tapes were dubbed onto seven-inch reel-to-reel tapes, five language samples per side. Each set of ten samples was randomized into three separate random orders. Twenty-five reel-to-reel tapes were prepared for each language group. Of these twenty-five tapes, eight were prepared in one random order, eight in a second order and nine in a third.

4.2.6 Geographical homogeneity of samples. It should be mentioned in passing that no attempt was made in this study to include tapes representing different regional dialects. The concern here was with the reliability of the assessment instrument, and findings concerning one population sample presumably could be replicated with other S samples of that population.

4.3 Selection of Members of the Evaluation Panel

The language specialists from whom evaluations were requested were selected on the basis of their being acknowledged "experts" in

Black language studies, in Mexican-American language studies, and in child language or speech. They were individuals whose publications, presentations at professional meetings, and other records of professional activity represented the area of emphasis of this research project. Of the thirty-five individuals contacted to evaluate the two language samples, fifteen completed the evaluation of the Black language samples, and fourteen completed the Mexican-American evaluation. Considerations of anonymity prevent a greater detailing of the method by which these experts were selected.[2]

4.4 Development of the Evaluation Questionnaires

Two separate evaluation instruments were developed, one for each of the two language groups involved in this study. Since there are many similar and even common features in the two questionnaires, a general discussion will prove adequate.

The questionnaires were constructed so as to elicit from the evaluation panel judgments concerning the linguistic capacities of the children whose language samples they were provided on tape. Specific probes were included in the questionnaire. These probes were to secure from the evaluators information on those aspects of the children's performances which they believed to have been influential in their having arrived at the ratings they assigned to a given aspect of performance (cf. 4.4.1).

On the one hand, then, the questionnaire items were designed to provide data amenable to analysis and summary. Some structure was required in order to achieve this goal. On the other hand, the structure provided was not to be so rigid as to restrict the range of an individual evaluator's comments. From one extreme, a completely open-ended evaluation of each child's performance to the other, a highly structured questionnaire to which evaluators would simply answer in the affirmative or negative, possible questionnaire formats were considered and rejected. The former extreme is attractive in terms of eliciting spontaneous evaluations, but it would probably prove difficult to summarize and analyze. The latter extreme is attractive in that it facilitates data analysis, but it misses the point of prime interest in this research: what was important were those aspects of performance which the evaluators, not the questionnaire designers, considered relevant.

Successive attempts at the development of the questionnaire resulted in extensive modifications. Pretesting of the questionnaire

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[2] To ensure professional immunity from implications of commercial applicability of these research findings, all evaluators were promised anonymity.

was carried out, and the information obtained was used to modify the form and content of the questionnaire. The results of these efforts at questionnaire development appear in Appendices 3 and 4.

The principal differences between the questionnaires for evaluation of the Black and the Mexican-American language samples are simply that the evaluators of Mexican-American language samples were asked to rate the performances with regard to both English and Spanish. The final form of the questionnaire for the Mexican-American evaluation contains five more items than the English test version.

The use of the "Good-Bad" dimension on each of the rating scales (except in the question dealing with dominance) came about as a result of considerable experimentation with other possible adjective pairs. It was thought originally that the use of "bad" might be objectionable to evaluators in that it might be construed as involving notions of prescriptivism. It was found, however, that the evaluators who participated in the pretesting and developmental phase of the project did not object to the use of "Good-Bad." Further, exploration of other adjective pairs showed them to be highly unreliable in terms of what they represented to the pretest evaluators. Semantic differential results tend to support the notion that "Good-Bad" is as reliable a dimension as any utilized in wide-ranging investigations (Godfrey & Natali , 1970).

An attempt was made to include questions covering all aspects of linguistic performance in the questionnaires. There was as much interest in questions which the evaluators considered unanswerable in terms of the behavior sample provided as there was in the evaluators' responses to those questions considered highly appropriate to the data provided them. One of the important facets of this research project was to determine which questions can and which cannot be dealt with using only the repetitions of the model sentences provided in the test instrument.

To summarize, the questionnaire was designed as a vehicle capable of eliciting from the panel of evaluators as much information as possible concerning the performance of the children included in the language samples without unduly restricting the evaluators' responses.

4.4.1 Questionnaire items. The specific areas of performance touched upon in the questionnaire were determined largely by traditional levels of linguistic research. They included:

English test:

1. Black English/SAE dominance
2. SAE comprehension
3. SAE production

4. Pathologies
5. SAE phonology
6. SAE intonation
7. SAE inflections
8. SAE syntax

Spanish-English test:

1. Spanish/English dominance
2. SAE comprehension
3. Spanish comprehension
4. SAE production
5. Spanish production
6. Pathologies
7. SAE phonology
8. Spanish phonology
9. SAE intonation
10. Spanish intonation
11. SAE inflections
12. SAE syntax
13. Spanish syntax

Evaluators were asked to rate each child's performance with respect to these levels. For example, one of the questionnaire items was:

> How would you rate this child's mastery of the phonology of SAE?
>
> Good __: __: __: __: __: __: __ Bad

In the second part of each questionnaire item, evaluators were asked to specify the bases upon which their ratings were assigned and to cite exemplars in the test which revealed these bases. For example:

> Upon which aspects of the child's phonological production did you base your rating? Please be specific.

Vowels	As in:	Consonants	As in:
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

In response to this item, an evaluator might indicate that the vowel /ə/ was replaced by /a/ as exemplified by the word "brush" in exemplar no. 30, "David has a brush for his hair." Most questionnaire items followed this format. In addition, evaluators were asked to make

general comments concerning instructional needs of a given child, to make predictions concerning reading achievement, and to add any general comments regarding the child's performance, the text instrument, or the questionnaire itself. (See Appendices 3 and 4 for complete versions of the two questionnaires.)

As a final note to this discussion, it is important to emphasize that the questionnaire developed for the purpose of this research project is viewed in this context alone; it is not in any way to be construed as a proposed method for evaluating performances on the Gloria and David Test.

5. RESULTS AND DISCUSSION: RATING SCALES AND EVALUATORS' COMMENTS

This section reports the results obtained from the data collected from the specialists who served as evaluators of the two groups of ten language samples. First to be considered will be the scale ratings assigned by the evaluators to each of the aspects of linguistic performance for each child. The reliability of these ratings will be examined for each of the two language communities investigated in this research. Second, the comments indicated by each evaluator as relevant to given ratings will be discussed in terms of the questionnaire items and the model utterances which were cited in support of these comments.

5.1 Rating Scales

The performance of each child was rated by each evaluator on a series of seven-point scales. Exceptions to this were two binary (Yes-No) items which were coded 0 for a negative response and 1 for an affirmative response. Items omitted by evaluators were coded as missing data. The total number of evaluators for the Black sample was fifteen; the total in the Mexican-American sample was fourteen. There were ten children in each sample.

All ratings within each language group were submitted to analysis to determine means and standard deviations, as well as an estimate of reliability (Ebel, 1951; Veldman, 1970) of the ratings provided by the evaluators participating in the project.

5.1.1 Reliability of ratings of Black language sample.

Table 5.1 presents the reliability estimates of the ratings provided by the fifteen evaluators who rated the ten Black language samples.

Table 5.1 Reliability estimates based on ratings of fifteen evaluators of Black language sample

Aspect of performance	Average reliability estimate (15 raters)
1. Black dialect dominance (strong-weak)	.9356
2. SAE dominance (strong-weak)	.9489
3. SAE comprehension (good-bad)	.8594
4. SAE production (good-bad)	.9219
5. Pathologies (Yes-No)	.6898
6. SAE phonology (good-bad)	.8825
7. SAE intonation (good-bad)	.5460
8. SAE inflections (good-bad)	.9226
9. SAE syntax (good-bad)	.8672
10. Predict reading achievement (Yes-No)	.4709

As indicated in Table 5.1, the scales showing the highest reliability are those relative to dominance of SAE and Black dialect (.9489 and .9356, respectively). These are closely followed by the SAE inflection and production scales (.9226 and .9219, respectively). The reliability of ratings on phonology, syntax, and overall comprehension of SAE follow, all exceeding .85. The three aspects having the lowest reliability estimates are those relative to pathologies, intonation, and prediction of reading achievement. It will be noted that two of the three, pathologies and reading predictions, were not seven-point scales, but represented binary (yes-no) choices.

5.1.2 Reliability of ratings of Mexican-American language sample. The estimated reliability of ratings provided by the fourteen evaluators for the ten language samples from Mexican-American children appear in Table 5.2.

Table 5.2 Reliability estimates based on ratings of fourteen evaluators of Mexican-American language sample

	Aspect of performance	Average reliability estimate (14 raters)
1.	Spanish dominance (strong-weak)	.9583
2.	SAE dominance (strong-weak)	.9313
3.	SAE comprehension (good-bad)	.9506
4.	Spanish comprehension (good-bad)	.9452
5.	SAE production (good-bad)	.9418
6.	Spanish production (good-bad)	.9452
7.	Pathologies (Yes-No)	.1921
8.	SAE phonology (good-bad)	.9132
9.	Spanish phonology (good-bad)	.9345
10.	SAE intonation (good-bad)	.7805
11.	Spanish intonation (good-bad)	.8961
12.	SAE inflections (good-bad)	.9497
13.	SAE syntax (good-bad)	.9419
14.	Spanish syntax (good-bad)	.9518
15.	Predict reading achievement (Yes-No)	0.

The highest reliability estimates for the ratings of the ten Mexican-American language samples obtain in the areas of Spanish dominance, Spanish syntax, SAE comprehension, SAE inflections, Spanish comprehension, Spanish production, SAE syntax, and SAE production; all of these estimates of reliability fall within the range comprehended between .9583 and .9418. As in the case of the Black language sample ratings, the three areas for which estimated reliability of ratings fell below .85 were SAE intonation, pathologies, and reading predictions (.7805, .1921, and 0., respectively). For evaluators of both

linguistic communities, then, there was greatest inconsistency with regard to rating SAE intonation, pathologies, and especially, willingness to make predictions concerning reading achievement of children from the language samples provided. As one evaluator indicated, predictions of reading achievement are very speculative since so much depends upon the reading teacher, and other variables not known to the evaluator panel. It will be noted that the high overall estimated reliabilities of ratings for the Mexican-American samples are slightly higher than the overall estimates of reliability for ratings of the Black samples.

In examining these reliability estimates, it should be emphasized that they represent the consistencies obtaining in the ratings provided for each child with respect to each of the linguistic aspects (questionnaire items) included in this study. The high reliability estimates obtained for most items indicate that the evaluators who rated these behavior samples generally agreed on a given child's performance and on the use of the terms used to signify given aspects of performance (e.g., phonology, comprehension). An examination of the mean ratings for each child for each aspect (item) (cf. Tables 5.3 and 5.4) shows that the raters did not merely assign high or low ratings across the board for a given child, but rather discriminated within a child's performance the specific aspects represented by the questionnaire items; i.e., the consistency is all the more salient because of the differences between mean ratings for given aspects of performance.

In short, the reliability estimates reported indicate consistency in the ratings of the same child's performance by fourteen or fifteen different evaluators. The recorded performances elicited by this repetition task thus do permit independent evaluations with a high degree of reliability.

5.2 Aspects of Performance Cited as Relevant to Evaluators' Ratings

As may be seen on the questionnaires submitted to the evaluators who participated in this project (cf. Appendices 3 and 4), each rating scale and Yes-No question was followed by a request that the evaluators cite those aspects of the child's performance which may have been influential in the rating assigned. The evaluators of both language samples were, thus, encouraged to provide independent comments concerning a given child's performance. In addition, the evaluators were asked to indicate specific utterances in the repetition task which exemplified each of their comments.

5.2.1 Tabulation of evaluators' comments. When more than 60 percent of the questionnaires had been returned by the 29 evaluators, they were examined to determine the range and nature of comments they contained. A classification of evaluators' responses was undertaken by recording the independent comments, separating them as to

Table 5.3 Means of ratings assigned by evaluators to performance of each of ten children on each of ten items in Black language questionnaire

Child	Dialect dominance	SAE dominance	SAE comprehension	SAE production	Pathologies[a]	SAE phonology	SAE intonation	SAE inflection	SAE syntax	Predict reading[a]	Child's Mean Rating
72	4.15	4.50	6.33	5.07	.80	4.93	6.27	5.00	5.64	.40	4.33
76	5.29	2.93	6.07	3.73	.73	3.86	5.50	3.21	4.73	.53	3.48
77	5.86	2.71	5.40	3.36	.40	3.36	5.73	3.20	4.57	.73	3.27
78	4.79	3.43	5.27	3.57	.73	4.00	6.00	3.79	4.07	.47	3.48
79	4.50	3.36	4.79	3.60	.40	3.43	5.73	4.40	4.67	.93	3.47
80	4.29	4.36	5.87	4.80	.60	4.36	6.07	4.23	5.79	.53	4.07
81	6.43	2.00	4.46	2.80	.47	2.86	5.20	2.87	3.40	.73	2.75
83	4.71	3.46	5.47	4.07	.67	4.07	6.00	4.53	5.00	.67	3.77
84	5.64	2.79	3.60	2.40	.33	3.07	5.27	3.21	3.54	.73	2.77
85	1.25	6.86	7.00	6.86	1.00	6.60	7.00	7.00	6.93	.27	5.02
Mean Ratings Items	4.70	3.64	5.43	4.03	.61	4.05	5.86	4.05	4.83	.60	

[a]All items represent 7-point scales except these two which are binary.

Table 5.4 Means of ratings assigned by evaluators to performance of each of ten children on each of fifteen items in Mexican-American language questionnaire

Child / Item	Spanish dominance	SAE dominance	SAE comprehension	Span. comprehension	SAE production	Span. production	Pathologies[a]	SAE phonology	Span. phonology	SAE intonation	Span. intonation	SAE inflections	SAE syntax	Span. syntax	Predict reading[a]	Child's Mean Rating-SAE	Child's Mean Rating-Spanish	Child's Overall Mean Rating
22	7.00	5.00	5.71	6.93	4.79	6.71	.77	4.50	6.71	4.29	6.57	5.23	5.29	6.57	.71	4.03	6.75	5.39
26	4.86	2.77	3.07	4.71	2.14	3.92	.64	2.46	4.15	4.23	5.08	3.50	3.07	5.00	.62	2.50	1.33	1.92
27	5.71	3.00	3.79	5.43	2.79	4.93	.43	3.00	4.36	4.86	5.86	2.38	3.36	5.38	.64	2.69	5.28	3.99
28	5.79	1.31	1.36	5.14	1.21	4.92	.62	1.62	5.00	2.22	6.00	1.15	1.50	5.27	.43	1.27	5.35	3.31
29	6.57	4.08	4.79	6.50	3.79	6.36	.71	3.62	6.07	5.71	6.54	4.00	4.62	6.64	.79	3.57	6.45	5.01
30	5.14	3.00	2.93	5.79	2.36	5.64	.64	2.58	5.71	4.71	6.14	2.15	2.54	6.00	.71	2.40	5.74	4.07
31	6.50	5.21	5.79	6.57	5.36	6.38	.79	4.93	6.07	6.00	6.64	6.08	5.93	6.43	.86	4.55	6.43	5.49
33	1.69	3.36	3.62	2.36	2.69	2.14	.50	2.50	2.77	3.93	3.29	1.79	3.14	2.07	.64	2.46	2.39	2.43
34	5.43	3.54	3.86	5.64	3.14	5.15	.92	2.83	5.23	5.46	6.00	3.38	3.00	5.36	.50	3.29	5.47	4.38
35	6.50	1.79	1.93	6.21	1.92	6.21	.93	2.29	6.36	4.46	6.43	2.50	1.86	6.50	.64	2.03	6.37	4.20
Mean Ratings Items	5.52	3.31	3.68	5.53	3.02	5.24	.70	3.03	5.25	4.59	5.85	3.22	3.43	5.52	.65			

[a]All items represent 7-point scales except these two which are binary.

their indicating deviations or normative performance, organizing them into specific linguistic categories, and reducing the sometimes idiosyncratic form of comments so that those comments which carried the same message were represented as only one category in the classifications. This comment classification--the total inventory of comments gleaned from the questionnaires examined--was then converted into a coding manual by assigning a number to each of the categories. Coders then processed each questionnaire, assigning codes to each comment and tabulating these comments for transfer to data-processing cards.[1]

It should be noted here that while much of the detail involved in each evaluator's comments is omitted in the tabulations and discussion which follow, that detail is not directly relevant to the question being examined here; i.e., which linguistic aspects are reliably used in the evaluations of recorded performances? This detailed information, e.g., specific ways in which the model utterances were altered in children's performances, will serve as input to Phase II (cf. Section 7). The discussion which follows includes only a few examples of specific comments made by evaluators to give a general idea of the data which served to make up the tabulations; to have included all comments would have involved a reproduction of the raw data, an interesting but inconclusive alternative.

The frequencies of comments were cross-tabulated according to the following design:

Comment x Item (e.g., phonology, inflections, syntax)
Comment x Utterance (40 in English test and 50 in bilingual test)
Comment x Child (10 Black and 10 Mexican-American)

The two language groups were kept separate for all computer tabulations.

5.2.2 Comments: deviations vs. successful performance. As indicated in 5.2.1, evaluators' comments were classified according to whether they indicated a deviation in the child's performance or whether they pointed out where a child was successful in his performance. For purposes of coding, those comments indicating deviations were referred

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[1]Each comment was coded with the questionnaire item number to which it referred, the evaluator's code number, the child's code number, and the utterances cited as exemplifying the comment in a given child's performance. This procedure was designed to permit the tabulation of all comments with respect to items, children, evaluators, and utterances. Each comment category contained in the classification was thus to be considered in terms of the specific questionnaire item (e.g., production, inflection, intonation) to which it related, the child about whom it was stated, the evaluator who made it, and, finally, the utterances which were cited in support of it.

to as negative aspects, and those indicating success in the task as positive aspects of the performance. As might be expected, the "negative" aspects greatly outnumbered the "positive"; the latter were implicit in the former when not specifically stated. That is, in indicating deviations in a child's performance, an evaluator implicitly indicates that those aspects of performance not specifically mentioned were successfully realized. Explicit positive comments usually took two forms: (1) general positive reaction to the performance, e.g., "good repetition"; (2) indication of an inconsistency in the performance, i.e., a deviation is indicated as having occurred in a child's performance in certain utterances, but not in others, e.g., "omission of third person singular present tense inflection on verbs" occurred in four utterances cited, but not in four other utterances where the child successfully used the inflection. In the tabulations which follow (Comments x Items), deviations indicated by evaluators are included; instances of successful performance are not included here. These will be included in the general comments in Section 6 where each child's performance is considered in greater detail.

5.3 Comments x Items

The first perspective from which independent evaluators' comments were viewed is that of the questionnaire items (and evaluators' ratings) to which they were specifically related. This perspective permits an examination of those comments which are specifically relevant to given aspects of language behavior as interpreted by the evaluators participating in this project. The figures and discussion which follow present this perspective for each of the two language groups.

The following procedure was used to construct the figures contained in the following sections: the comments which were cited with greatest frequency were ranked according to frequency and plotted. Comments with a frequency less than 10 were generally considered to represent idiosyncratic points of view, which, while relevant, did not figure in the overall picture. Exceptions to this cutoff point occurred when a frequency distribution of comments exhibited a very low total number of comments and for which the cutoff point was reduced to 7.

5.3.1 Comments x Items: Black language sample

5.3.1.1 Comments on Black dialect/SAE dominance scale ratings. The distribution of comments made by fifteen evaluators of the Black language sample concerning the question of Black dialect/SAE dominance appear in Figure 5.1.

Comments made by the evaluators concerning aspects of the ten children's performances relevant to Black dialect/SAE dominance

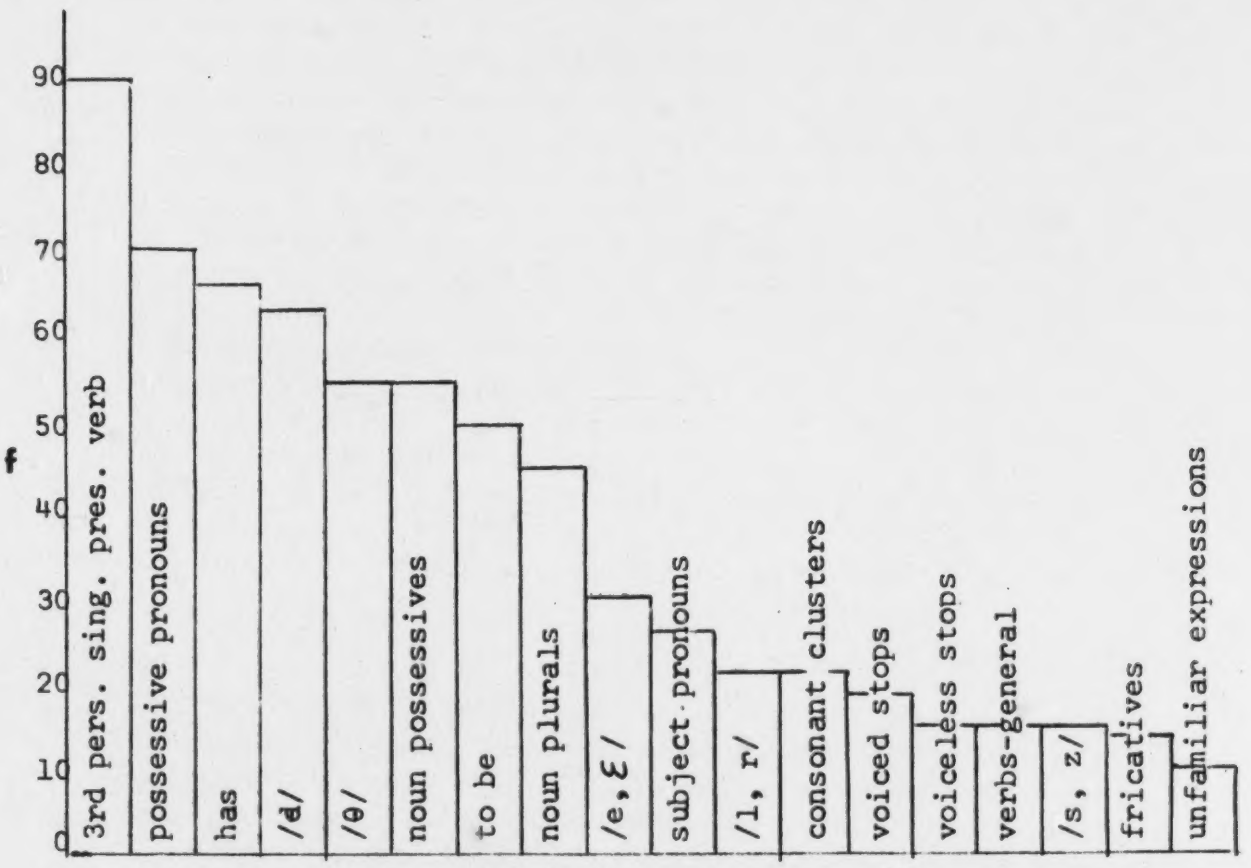

Figure 5.1. Frequencies of evaluators' comments concerning deviations in Black language sample relative to Black dialect/SAE dominance

include both phonology (e.g., /d/ and /θ/) and grammar (e.g., third person singular present tense verb inflections). The aspects cited with respect to relative dominance were more frequent overall and covered a wide range. The comment categories coded in Figure 5.1 are briefly elaborated in the discussion which follows.

1. Third person singular present tense verb. The inflectional ending marking the third person singular of the verb was indicated by evaluators as having been deleted, e.g., "wakes" realized as "wake" or "gets" as "get." Other comments corresponding to this general category included the replacement of the present tense verb form with a present progressive. Several evaluators commented that this verb substitution by the children actually represented a correction of the unnatural use of the present tense in the model utterances to describe an ongoing action, where a present progressive would normally occur in English.

2. Possessive pronouns. Most frequent were comments indicating that substitutions had occurred. The most frequent substitution

involved gender undifferentiation, the replacement of the possessive pronoun by a subject pronoun, e.g., "he head," which often violated the concord with the gender of the subject pronoun of the sentence, e.g., "She has soap on he head." Possessive pronouns were also deleted entirely by several children in some sentences; in a few instances they were replaced by an article, e.g., "the" or "a."

3. Has. Comments generally indicated the replacement of /haez/ by either /haev/ or /haef/, or by /haevz/.

4. /ð/. Evaluators indicated that /ð/ was often replaced by /d/. They specifically pointed out, however, that this substitution did not necessarily occur in all positions; for example, /d/ replaced /ð/ in word initial position, e.g., "they," but not in intervocalic position as in "mother."

5. /θ/. This consonant which occurs only in morpheme-final position was indicated as having been realized in a wide variety of ways. It was sometimes replaced by /f/ or /s/; it was sometimes realized as /t/; or it was deleted altogether. These latter two deviations occurred in the word "toothbrush," where /θ/ immediately precedes the consonant cluster /br/. Several evaluators indicated that the /f/ for /θ/ substitution was not to be considered as strong evidence for nonstandard dialect or SAE dominance, but rather was probably an indication of immature speech, irrespective of the dialect spoken. Data from studies of consonant substitutions (Williams, et al., 1971) support this contention.

6. Noun possessive. The most frequent comment included in this category involved the deletion of the noun possessive inflection in "Gloria's" and "David's."

7. To be. Comments concerning the verb "to be" involved concord, the replacement of "are" by "is" with a plural subject, and the omission of both "is" and "are." "Ain't" occurred in "the light ain't on" and even "the light ain't not on," for "The light is not on."

8. Noun plurals. The plural marker was deleted, e.g., "shoes" produced as "shoe," or hyper-plurals were used, e.g., "feets."

9. /e, ɛ/. Comments involved the distinctions between these two vowel sounds in such words as "bed" and "leg," as well as the lengthening and diphthongization of these vowels.

10. Subject pronouns. Comments regarding subject pronouns were often related to those involving possessive pronouns. Most frequent was the comment that "she" was replaced by "her," e.g., "Her has the soap."

11. /l, r/. These two consonants were often cited as replacing each other. Some comments indicated the deletion of both in initial consonant clusters (see 12) as well as the omission of medial /r/ in "Gloria." /l/ was also cited as presenting difficulties in both "children" and "little."

12. Consonant clusters. Both initial and final consonant clusters were generally indicated to have been reduced to a single consonant. This reduction eliminated the /l/ in the initial "gl" cluster of "Gloria." Initial cluster /sk/ as in "school" was reduced to /k/; initial cluster /kl/ as in "clean" and "clothes" was sometimes reduced to /l/. Final cluster /nd/ was reduced to /n/.

13. Voiced stops. The most frequent comment referred to the devoicing of final voiced stops, e.g., "bed" realized as "bet."

14. Voiceless stops. The voiceless stops were generally indicated to have been deleted in final position, e.g., "breakfast" and "light."

15. /s, z/. A common observation in this category was the devoicing of /z/ in "his," resulting in /hIs/. Also observed was the deletion of final /s/ and /z/.

16. Fricatives. The most common observation here involved the substitution of /b/ for /v/ in "David." This category also includes all unspecified comments regarding fricatives made by evaluators, i.e., comments expressed generally, e.g., "fricatives"; it is possible that this general comment included reference to /ð/, /θ/, /s/, and /z/ (cf. 4, 5, 15 above).

17. Verbs-general. This category was included in the classification to provide a code for unspecified comments concerning verbs, e.g., "trouble with verbs," and may have included reference to third person inflection (cf. 1 above).

18. Unfamiliar expressions. This category included comments concerning the use of such constructions as "button" as a verb, "to dress in," and "Gloria and David both."

5.3.1.2 SAE comprehension. Figure 5.2 presents the comments made by the fifteen evaluators of the Black language sample concerning comprehension. Considerably fewer comments were made in response to this item than were made in response to items of production or phonology.

1. Poor repetition-general. Evaluators made use of this more general comment category. It includes such comments as "word omissions," "garbling," "word reorderings," where these were not further specified.

Figure 5.2. Frequencies of evaluators' comments concerning deviations in Black language sample relative to SAE comprehension

This comment category shows the highest frequency in Figure 5.2 and was usually supported by examples of model utterances which were among the longest of the test, i.e., those containing more syllables. The only other rating scale which elicited a high number of comments of an unspecified type on the part of the evaluators of the Black language sample was that of SAE syntax.

2. Unfamiliar expressions. This comment category was used with high frequency in response to the comprehension scale and consisted of words or expressions which were, or seemed to be, unfamiliar to the children whose performances were being evaluated. Among the expressions cited and included in this category were the use of "button" as a verb, e.g., "Gloria cannot button her dress." Some evaluators pointed out that "button" may require "up" when used as a verb by children. Also included was the use of "dress" as a verb with the preposition "in," e.g., "They can dress in their clothes"; the use of "both" in "Gloria and David both get clean clothes" and the use of "to have X for Y" in sentences such as "David has a brush for his hair." In several instances, evaluators indicated that they objected to one or all of the above expressions serving as exemplars.

3. An interesting difference of opinion arose concerning the rendering of "Gloria and David" as "David and Gloria." Some evaluators indicated this reordering as a deviation from the model, and presumably an indication of failure to comprehend the coordinate construction. Others explicitly stated that such reordering indicated that the child

had comprehended the model well enough to permit a meaning-preserving reordering of the elements. That is, the child decoded the utterance successfully enough to permit an equivalent recoding which was easier to produce because the easier of the two names, "David," was produced first.

For the evaluators of the Black language sample, comprehension ratings were not as consistent (.8594) as many of the ratings on other scales. The comments reflected this trend in that they were more general (e.g., "poor repetition"), and revealed quite basic disagreements concerning what does and what does not constitute evidence of comprehension, e.g., the reordering of "Gloria and David." It is also noteworthy that comments were fewer in number than for other scales with higher reliability estimates. In short, there were fewer comments regarding comprehension, greater disagreement concerning those aspects commented upon, and lower reliability of ratings.

5.3.1.3 SAE production. The ratings regarding overall production of SAE demonstrated a high reliability (.9219). As in the case of the comments provided for the dominance scale, comments regarding production covered both phonological and grammatical aspects of SAE. The main emphasis in comments concerning production was on grammar (cf. Figure 5.3). The contents of Figure 5.3 are very similar to those in Figure 5.1; many evaluators commented upon the fact that these (dominance and production) are really redundant categories

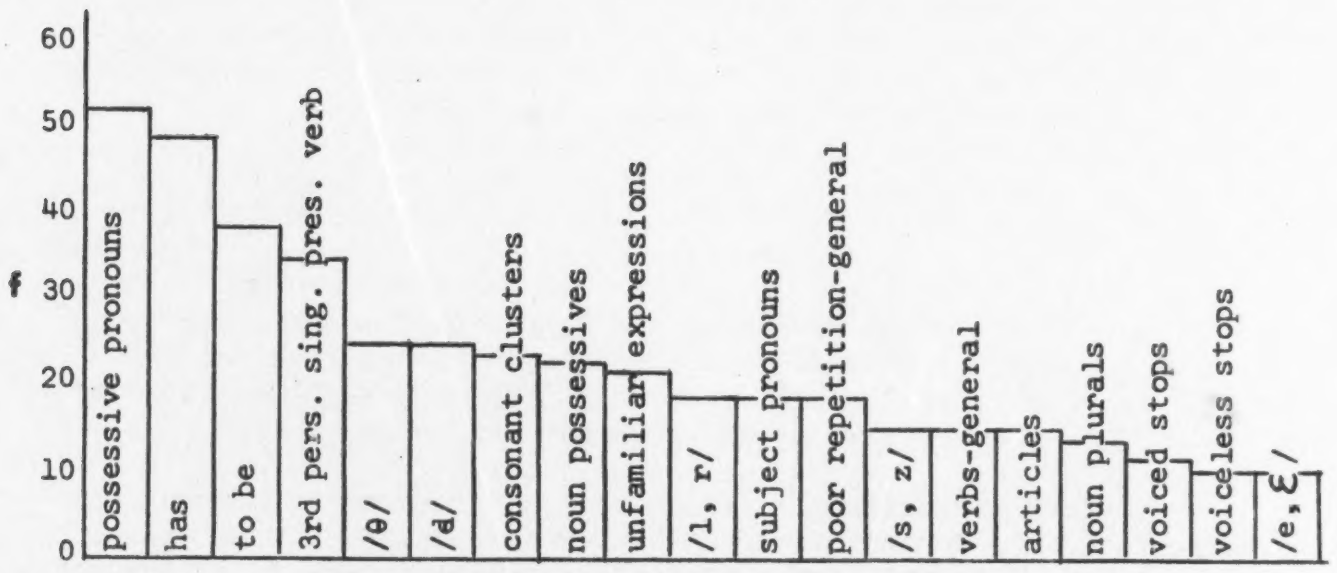

Figure 5.3. Frequencies of evaluators' comments concerning deviations in Black language sample relative to SAE production

since determining dominance of SAE would of needs take into consideration overall production, and the comments provided to support a rating on dominance would, thus, be the same as those provided in support of a rating on overall production.

An interesting point was raised by one evaluator concerning two possible interpretations of the same phenomenon. The case in point involves possessive pronouns, the category of highest frequency in Figure 5.3. When a child responds to the model "She washes his ears" with "She washes he /hi/ ears," such a response can be considered to illustrate gender undifferentiation. Another possible interpretation, however, is that the deletion of the final /z/ of "his" merely represents a phonological deviation. "They brush they teeth" for "They brush their teeth" could also be interpreted in both ways, i.e., as pronoun undifferentiation or deletion of final /r/. The evaluator pointed out that resolution of the ambiguity is often possible through a complete analysis of the consistencies obtaining throughout the overall performance of a given child.

5.3.1.4 Pathologies. This binary (yes-no) question resulted in a low estimate of reliability (.6898) and a very limited number and range of comments from the evaluators. There seems to be considerable disagreement concerning exactly what constitutes "pathology," at least among those evaluators included in this panel. For example, deviations in the second comment category, consonant clusters, were cited

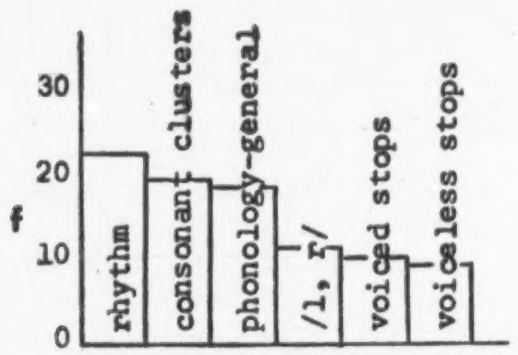

Figure 5.4. Frequencies of evaluators' comments concerning deviations in Black language sample relative to speech pathologies

by several evaluators as indicative of a possible pathology. They commented on the substitution of /r/ for /l/ in the initial cluster of "Gloria," and the substitution of /w/ for /r/ in the initial cluster of "breakfast." Other evaluators pointed out that the /l/ to /r/ and the /r/ to /w/ substitutions may be dialectal, and that a familiarity with the child's environment would be necessary before a statement

could be made concerning a possible pathology. It was also pointed out that the reduction of the initial /sk/ cluster to /k/ in "school" might indicate a problem area, but having just a single example makes any such conclusion rather tenuous.

Further, many of the comments provided in support of an evaluator's affirmative response indicating that a given child's performance showed evidence of pathologies were the same ones provided by other evaluators to argue for the maturational etiology of these deviations. It may well be that children with pronounced speech or hearing problems would have been identified with great reliability, and comments concerning the pathology would have shown a more decisive tone. In the ten samples provided the evaluators, however, there were no such cases. It should be noted that when evaluators were provided the opportunity to add general comments concerning each child's performance (cf. Section 6), several suggested that given children might be "slightly retarded" or that hearing tests might be recommended for certain others. Comments of this type would seem to indicate at least a suspicion of possible pathologies.

5.3.1.5 SAE phonology. Figure 5.4 presents the range and frequency of comments provided by evaluators in response to the item concerning SAE phonology. This item elicited more comments than any other on the part of evaluators of both the Black and Mexican-American language samples. Comments regarding phonology were also more specific than those regarding any other aspect of performance. A major difference of opinion among evaluators, however, involved the question of which phonological substitutions were considered to be deviations resulting from dialect or nonstandard speech, and which were purely maturational or developmental substitutions which would disappear in the normal developmental process.

1. /ð/ and /θ/. The two comment categories with highest frequencies involved substitutions for /ð/ and /θ/. As mentioned earlier, with special regard to /θ/, many evaluators specifically stated that although the substitutions occurred in the performances and were noted as comments, these phonological features were not considered particularly important to overall linguistic performance (cf. Labov, 1970, pp. 44-45).

2. Consonant clusters, /l/ and /r/. The comments concerning both reductions of initial and final consonant clusters and the substitutions of /l/ and /r/ in such words as "Gloria" and "cries," were often stated here in the same cautious manner as similar comments with regard to the item on pathologies. That is, evaluators considered the possibility of both dialectally acceptable and developmental variants of these initial consonant clusters as opposed to indications of nonstandard speech.

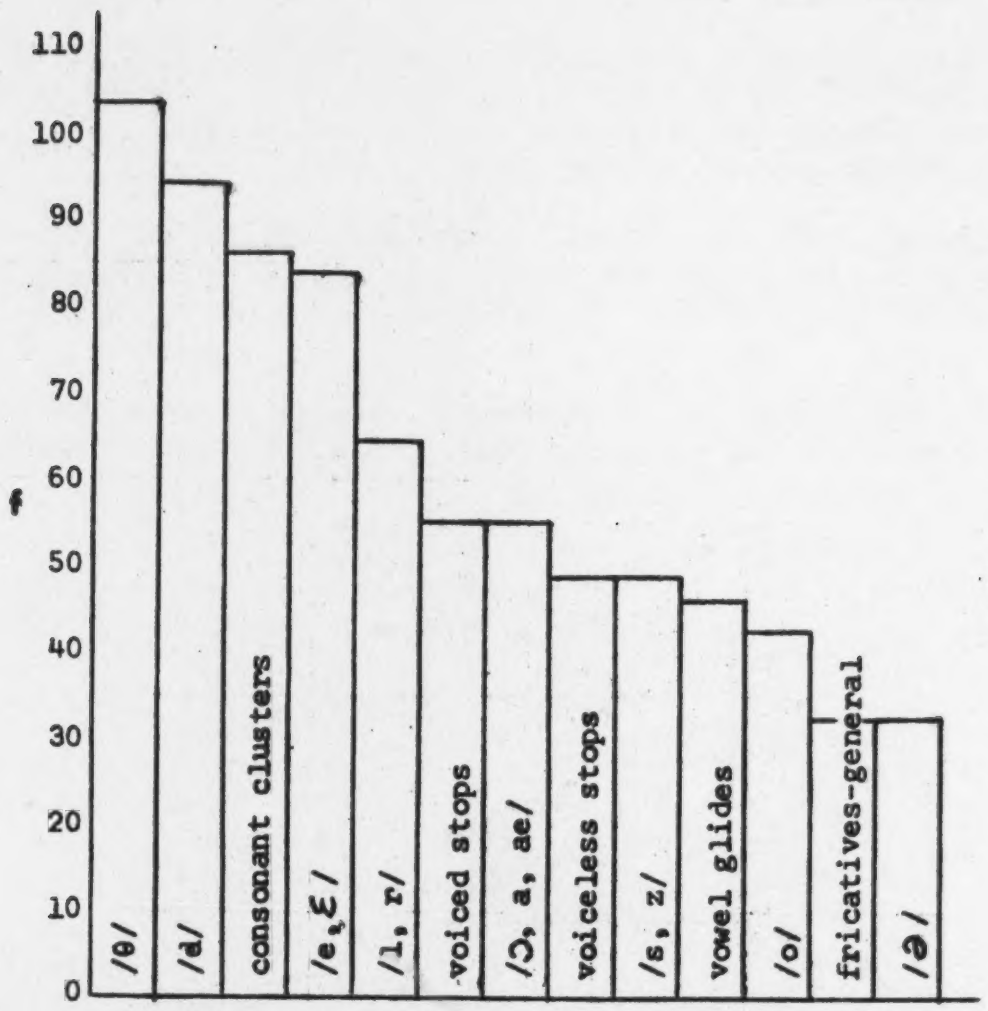

Figure 5.5. Frequencies of evaluators' comments concerning deviations in Black language sample relative to SAE phonology

Some evaluators commented on the deletion of final /r/ in "her" or "hair." Other evaluators specified that it would be necessary to determine whether the standard dialect of the area was "r-less" before a judgment concerning a nonstandard deviation could be made.

3. /s, z/. /z/ was often devoiced to /s/ in final position in "his." Final /z/ and /s/ were also often deleted. Some differences of opinion arose as to the interpretation of such deletions, i.e., were deletions phonological or morphological (inflectional) in nature? For example, did the deletion of final /z/ in "Gloria's" indicate a phonological deletion or absence of the noun possessive inflection?

4. /æ, a,ɔ/. A frequent comment involved the substitution of /o/ for /ɔ/ in "on." Another involved the replacement of /ae/ in "family" and "hands" by /ɛ/.

5. A third comment involving SAE vowels was the fronting of /ə/ to /ɛ/ in "brush." It is interesting to note that children in the Mexican-American sample were also noted to have replaced the /ə/; the replacing phoneme was /a/ in that sample.

6. Vowel glides. The comment concerning vowel glides referred to the reduction of /ay/ to /a/ in "eyes" and "light," and to several different renditions of "Gloria," including /gloriy/, /glowa/, and /gloya/.

5.3.1.6 SAE intonation. The comments presented in Figure 5.6 represent those made by the evaluator panel relative to SAE intonation.

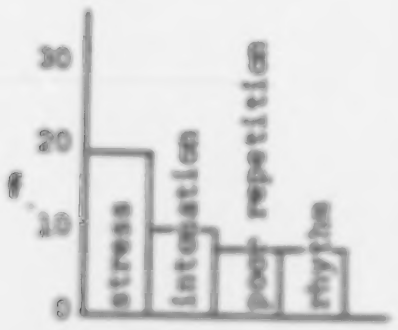

Figure 5.6. Frequencies of evaluators' comments concerning deviations in Black language sample relative to SAE intonation

The estimated reliability, .3460, is the lowest reported for all of the items rated on a seven-point scale, and the limited number of comments reflects this low reliability. This same pattern was evident in the reliability and comments regarding speech pathologies. Further, there were many instances where an evaluator refused to rate a child on this scale. Several evaluators explicitly stated that the information provided by the sample performances was either not sufficient to

make a judgment about intonation or that the performance elicited by a repetition task is not appropriate to making such judgments. Evaluators were more critical of this item and expressed more doubts concerning the feasibility of evaluating this aspect of performance than for any other.

Several evaluators also commented on the artificiality of the intonation of the model utterances; they stated that the intonation patterns used could hardly be considered to represent SAE. The inappropriateness of the model utterances with regard to intonation was considered to have precluded a sample capable of being evaluated. For example, some evaluators noted the artificially long pauses in some model utterances. On the other hand, it was these very pauses which permitted other evaluators to catch a glimpse of what they thought was a child's more "natural" intonation; i.e., when the child was interrupted by the continuation of the model utterance after he began to repeat it during one of the long pauses, he would begin again, often imposing quite a different intonation pattern (presumably his own) on the sentence.

5.3.1.7 SAE inflections. Figure 5.7 presents the range and frequency of comments regarding SAE inflections. Three of the four categories represented were generally indicated as having been deleted rather than replaced.

1. Third person singular present tense of verbs. In some instances the third person singular verb inflection was deleted, e.g., "wakes" → "wake." There were also instances of the hyper-inflection of verbs, i.e., an inflectional ending was added to the third person plural verbs, e.g., "The children wakes the baby." It is interesting to note that in several cases the third person verb inflection marker seems to have been deleted from the verb and transferred to the subject of the sentence, e.g., "Mother wakes Gloria and David" was repeated as "Mothers wake Gloria and David" and "Mother helps Gloria" as "Mothers help Gloria."

2. Noun possessive. In most cases, children were noted to have deleted the noun possessive inflection in the syntactical position in which it occurs in the test, e.g., "Gloria's feet," and "David's neck." Labov (1970) and others have pointed out that this deletion of the noun possessive inflection generally occurs in Black nonstandard speech when the possessive precedes a noun, but not when it stands alone, i.e., "This is John's" is contrasted with "This is John" in Black nonstandard speech. No example of the noun possessive in this syntactical position occurs in the test.

An interesting deviation may have resulted from the inclusion of the noun possessive "David's" in the first model utterance. Several children were observed to have used "Davis" for "David" throughout

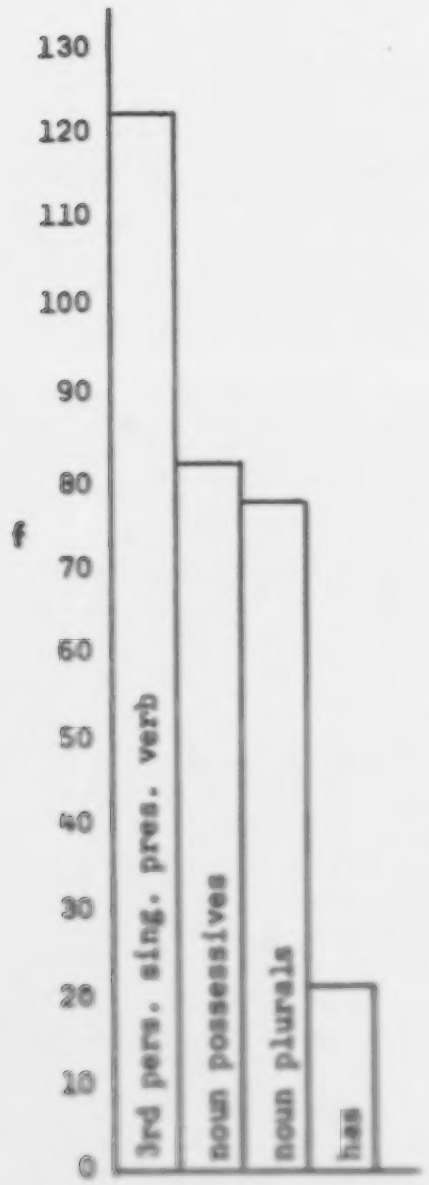

Figure 3.7. Frequencies of evaluators' comments concerning deviations in Black language sample relative to SAE inflections

the test. A child who does not use the noun possessive inflection might well have interpreted the name "David" as "Davis" based on the first model utterance, "Mother washes David's neck."

3. Noun plurals. Deletions were also the principal deviation cited by the evaluators relative to noun plurals. There was also

mention made of hyper-plurals, e.g., "feets," and "teefs," used by some children.

4. Has. Comments concerning "has" were in the direction of substitutions by /haev/ or /haef/ or even /haevz/.

5.3.1.8 SAE syntax. Comments relative to SAE syntax deviations in the Black language sample included some of those already discussed in the section on dominance.

1. Articles. Evaluators indicated in response to this item that children often deleted articles (definite and indefinite), resulting in a telegraphic style. Articles were also replaced, indicating great instability: indefinite by definite (e.g., "the" for "a"), definite by indefinite (e.g., "a" for "the"), and definite by various possessive pronouns. It is interesting to note that in the Mexican-American language sample this substitution generally worked in the exact opposite direction, i.e., for the most part articles replaced possessive pronouns.

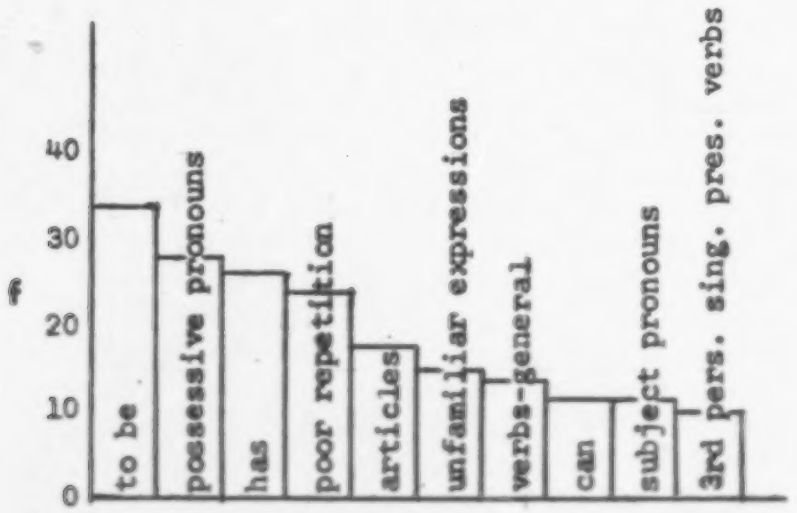

Figure 5.8. Frequencies of evaluators' comments concerning deviations in Black language sample relative to SAE syntax

2. Can. Another observation occurring in response to this item which did not occur with any frequency in earlier items was the replacement of "can" by "could."

3. To be. Comments about the verb "to be" included the replacement of "are" by "is," violating concord with a plural subject, and the deletion of both "is" and "are." Also observed were occurrences of "ain't" in "The light ain't on" or "The light ain't not on."

An interesting problem of interpretation occurs with the model utterance "The soap is in her eyes." An earlier model utterance is "She has the soap." In repeating the first model, many children are observed to pluralize soap; hence, "She has the soaps." In repeating the second model, these children say, "The soaps (soap's) in her eyes." The child's performance in this case may be interpreted ambiguously. That is, one is faced with the following questions: Was "soap" pluralized in this case and the verb "is" deleted? Or, was "soap" produced in the singular and the verb "is" used as a contraction? This dilemma, like that involving determining whether deletion of the final /z/ in "Gloria's" is of phonological or morphological origin (cf. 5.3.1.3), can probably only be resolved by a thorough examination of all relevant examples in the overall performance to determine patterns of behavior.

4. Third person singular present tense verbs. Evaluators commented that the present tense verb construction used throughout the test was unnatural in the context of the ongoing actions depicted in the visual stimuli where a progressive is normally used.

It should be noted that several evaluators commented that evaluating syntax was quite difficult using this sample of language behavior because of the lack of variation of syntactical patterns in the test. Although the reliability of the ratings on the seven-point scale was high, (.8672), evaluators expressed doubts as to the possibilities of generalizing an overall evaluation of syntax using only the language sample provided them. The majority of comments along these lines indicated a desire for a wider variety of sentence patterns from which discriminations could be made concerning overall proficiency in SAE syntax, e.g., multiple-negation, embedded questions, the use of "be." Evaluators also pointed out that there are few syntactic differences between SAE and nonstandard dialects and those few are not represented in the model utterances making up this instrument.

5.3.2 Comments x Items: SAE of Mexican-American language sample. The figures which follow represent the comments made by the fourteen evaluators who rated and commented upon the SAE performances of the ten language samples of Mexican-American children. In most cases the comment categories are the same, and the kinds of deviations cited were often identical to those cited by the evaluators of the Black language sample. Unless specific mention is made of particular comments in the discussion which follows, it may be assumed that remarks concerning specific comment categories would be the same as those expressed earlier with reference to the Black language sample. No specific mention will be made here of individual estimates of reliability except where these were extremely low. It will be recalled that all but three estimates were very high for this sample. (For complete information concerning the reliability estimates of these items, see Table 5.2.)

5.3.2.1 SAE dominance.

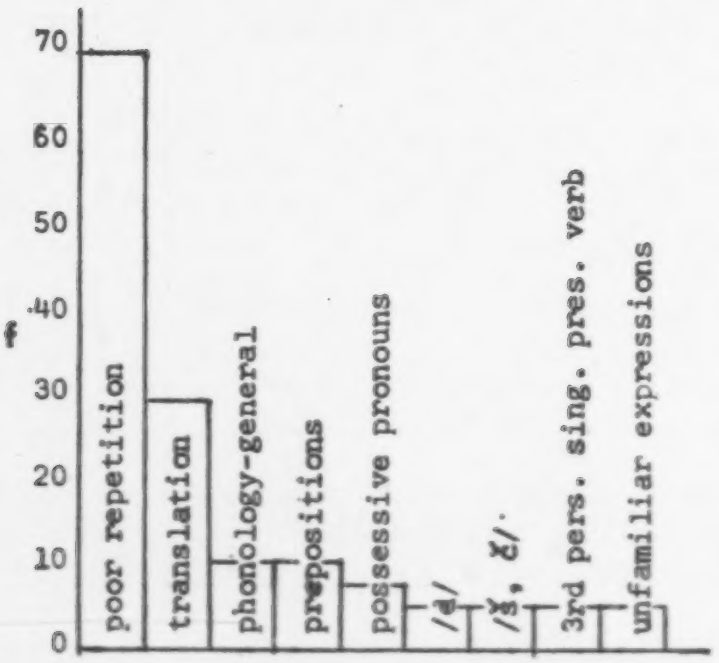

Figure 5.9. Frequencies of evaluators' comments concerning deviations in Mexican-American language sample relative to SAE dominance

1. Poor repetition. Evaluators of the Mexican-American language sample made greater use of very general comments such as "poor repetition," "garbling," "omissions," "slurred speech," and "failure to repeat," all of which were incorporated into the comment category "poor repetition." As will be recalled, the evaluators of the Black language sample used this more general comment category only with regard to comprehension and production; this comment is quite prevalent throughout the figures for the Mexican-American language sample, in comments concerning both SAE and Spanish.

2. Phonology. Another general comment category used with greater frequency by evaluators of the Mexican-American sample was "phonology"; this category was comprised of general comments such as "phonological difficulties," and "phonological problems."

3. Translation. The Mexican-American sample was observed to introduce Spanish words into their repetitions of English model utterances; this phenomenon was referred to as "translation" for coding

purposes. It should be noted that this translation into Spanish frequently occurred with the coordinate construction, "Gloria and David," where children would produce each of the two names in their Spanish equivalents and use "y" instead of "and." Test items alternating between Spanish and English may have contributed to the high percentage of such substitutions. It was suggested that substitutions of this kind provide the best evidence for the dominance of Spanish over English in a given performance.

4. Prepositions. Mexican-American children in this sample were observed to show greater confusion of prepositions (e.g., "on" replaced by "in," "at" replaced by "in") than evaluators reported on performances of Black children.

5. /š, č/. Another deviation noted here in the Mexican-American sample was the confusion of SAE /š/ and /č/; this confusion resulted in "watches" for "washes," for example, and is a function of there being no such distinction in Spanish.

Aside from these specific areas, many other comments concerning dominance, e.g., "unfamiliar expressions" and "possessive pronouns," paralleled those expressed by evaluators of the Black language sample.

5.3.2.2 SAE comprehension.

1. Poor repetition. Evaluators of the Mexican-American language sample again used general comments such as "poor repetition," or even, a redundant comment for this item, "poor comprehension." The exemplar sentences cited in support of these general comments often referred to those containing more syllables.

2. Prepositions. Deviations in the use of prepositions were noted, e.g., "The socks in Gloria's feet," or "The light not in."

3. Translation. The translation of certain words or phrases into Spanish was also observed as an indication of poor comprehension. It should be noted that the question of translating from one language to another was the source of some disagreement among evaluators. Some indicated such translation as demonstrating a weakness in the performance of the child; other evaluators argued that the translation process was an excellent indication of the child's having comprehended the model utterance well enough to recode it in a more comfortable (Spanish) rendition.

5.3.2.3 SAE production. Comments in response to this item again were expressed in more general terms, e.g., "poor repetition" and "phonological problems."

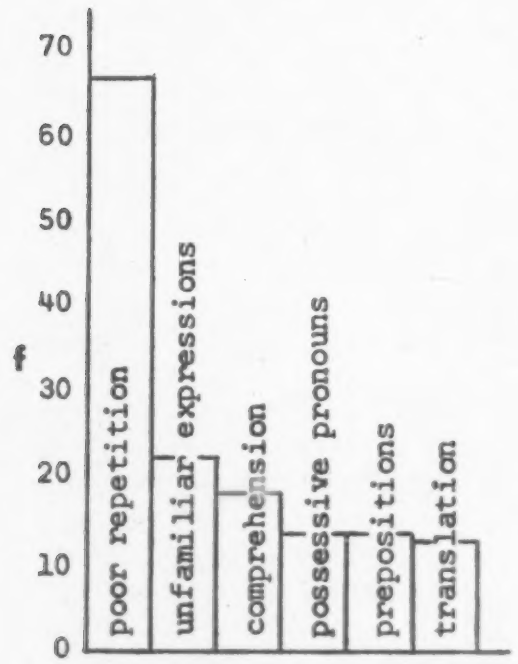

Figure 5.10. Frequencies of evaluators' comments concerning deviations in Mexican-American language sample relative to SAE comprehension

1. /š, č/. The /š/ → /č/ substitution was noted as a carry-over from Spanish where this distinction does not occur.

2. /ð/. Children in this sample often replaced initial /ð/ with /d/ as in "they." Medial /ð/ as in "mother" was often greatly weakened so that it appeared to have been deleted; an analogy with the weakening of /d/ in intervocalic position in Spanish, e.g., "sábado," may be drawn.

3. /z/. The devoicing of /z/ → /s/ was another common deviation observed in the Mexican-American language sample. The etiology of this devoicing was indicated as being similar to that involved in the lack of differentiation between /š/ and /č/, i.e., Spanish shows no similar differentiation between /z/ and /s/.

4. Third person singular verb. Comments concerning the third person singular present tense of verbs were similar to those made about the performances of Black children, i.e., the inflectional ending was in most cases deleted, e.g., "washes" was realized as "wash."

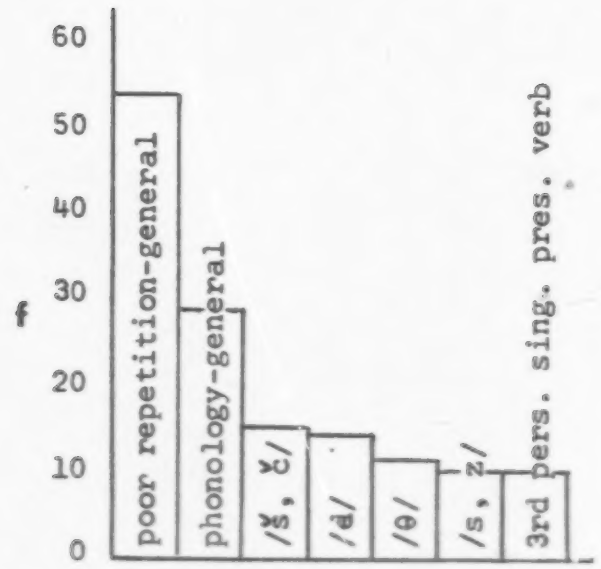

Figure 5.11. Frequencies of evaluators' comments concerning deviations in Mexican-American language sample relative to SAE production

The present progressive form of the verb (sometimes deleting "is" or "are") was also observed, e.g., "washes" realized as "washing," although not so frequently as in the Black sample.

5.3.2.4 Pathologies. As was the case with the Black language

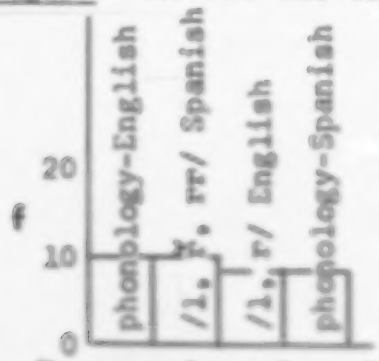

Figure 5.12. Frequencies of evaluators' comments concerning deviations in Mexican-American language sample relative to pathologies

sample, there were very few comments provided in support of a judgment concerning the presence or absence of pathologies in a given child's performance. It is interesting to note that the four comment categories represented in Figure 5.12 can be reduced to two: (1) general phonological problems in both English and Spanish; (2) difficulties with /l/, English retroflex /r/ and Spanish tap /ř/ and trill /rr/. It will be recalled, too, that the reliability estimate of ratings for this item in the Mexican-American language sample was extremely low (.1921); as was the case with the Black language evaluators, evaluators here did not seem to agree as to what constitutes a pathology, and they had very few comments to make concerning evidence in the performances for their yes-no decision.

5.3.2.5 SAE intonation. Like evaluators of the Black language sample, some evaluators of this sample expressed objections to rating intonation using only the information provided them on the tape. They pointed out that there was simply not enough information from the repetition task to make a responsible evaluation of a child's control of SAE intonation. One evaluator, in commenting on a child's performance, indicated that the child imitated the model's intonation with such great precision that no valid rating was possible. On the other hand, a few evaluators were quite explicit in their descriptions of SAE intonation patterns, drawing contours and indicating pitch levels.

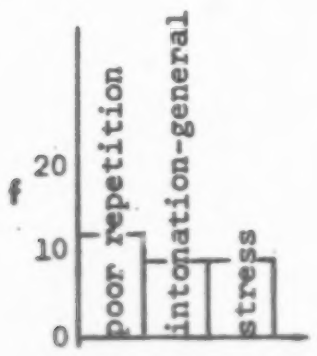

Figure 5.13. Frequencies of evaluators' comments concerning deviations in Mexican-American language sample relative to SAE intonation

It will be noted that the comment categories indicated in Figure 5.13 are very general and that the frequencies of the three categories are very low. This pattern corresponds with that observed in the evaluators' comments on SAE intonation for the Black sample. Like the reliability estimate for the Black sample, the estimate here is low (.7805), although not as low as that reported for the Black language sample (.5460).

5.3.2.6 SAE phonology. Comments concerning deviations in SAE phonology were more frequent than those in response to other items. Evaluators provided quite lengthy lists of consonant and vowel substitutions and deletions.

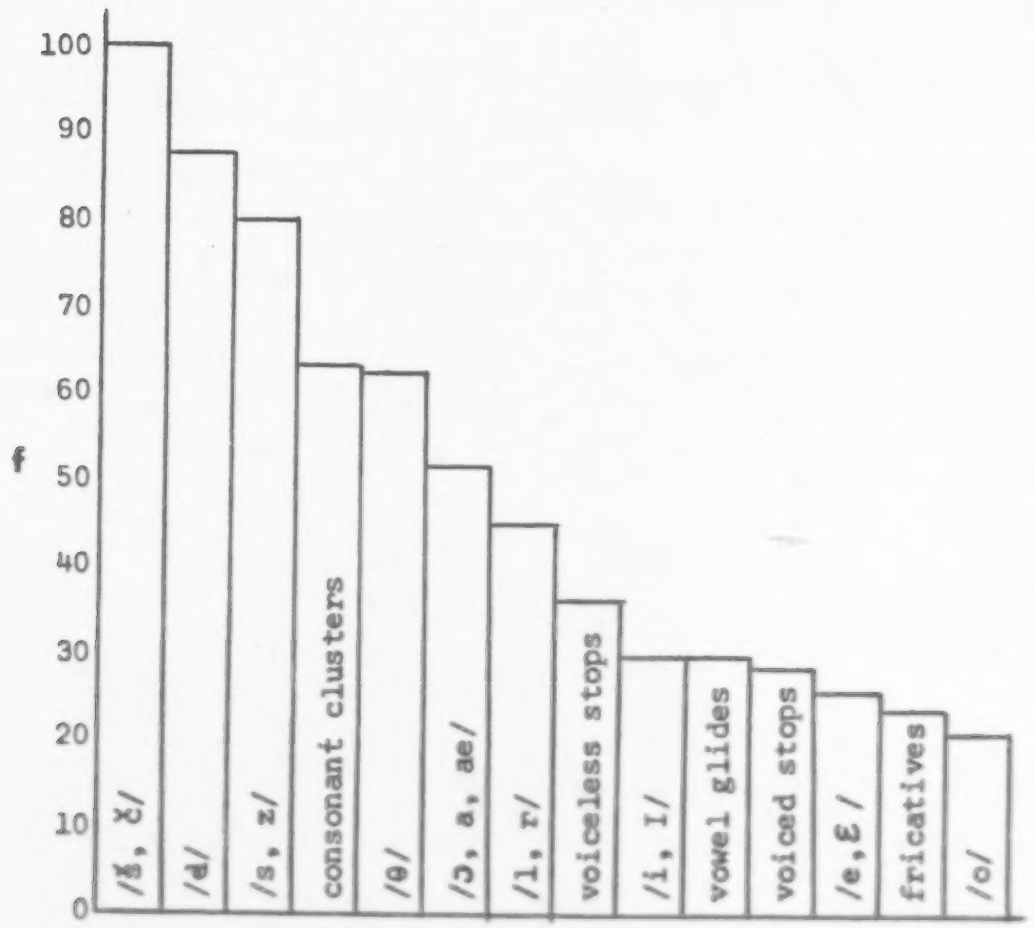

Figure 5.14. Frequencies of evaluators' comments concerning deviations in Mexican-American language sample relative to SAE phonology

1. Vowels. In addition to those already discussed in connection with the Black language sample and in 5.3.2.1 above, Figure 5.14 includes several vowels in the most frequently cited comment categories. It will be recalled that in the Black language sample there were comments concerning /e/, /ɛ/, /æ/, /ɔ/, and /ə/, but the rest of the vowels did not figure in evaluators' observations. Here, however,

probably owing to the fewer number of vowels in the Spanish vowel system, there are many comments concerning SAE vowels /I, i, ɛ, æ, a, ə, o/. In addition, a point raised by many evaluators was that the differences in vowel length, important to SAE vowel production, was not observed in several of the children's performances. In many cases vowels were indicated as sounding deviant, not so much for their quality, but because of their being produced with a Spanish rhythm, i.e., with uniform duration on all syllables, rather than the varied syllable duration common to SAE.

2. Voiceless stops. Many Spanish speakers do not aspirate initial voiceless stops in SAE in accord with Spanish rather than English phonology. In many cases an unaspirated voiceless stop is perceived by speakers of SAE as a voiced stop, e.g., "coat," which in SAE is [k^hot], may be produced by the Mexican-American as [kot] but perceived by SAE speakers as /got/, "goat."

3. /ə/. /ə/ was indicated as having been replaced by /a/, e.g., "brush" was produced as /braš/. It will be recalled that children in the Black language sample were noted to substitute an /ɛ/ for the /ə/ in "brush."

4. /i, I/. Children in this sample were noted to fail to discriminate between the vowels /i/ and /I/. The vowel /I/ in "is" or "his" was realized as /i/.

5. /h/. Initial /h/ was often observed to resemble more closely the Spanish /x/, of "jabón" than the English /h/ of "her."

6. /l, r/. Comments concerning /l/ and especially /r/ generally indicated that the Spanish variants of these consonants were used instead of the SAE /l/ and /r/. This observation was most often made in the production of the name "Gloria" where the Spanish tap /ř/ was regularly used in repeating SAE model utterances containing "Gloria." At least two evaluators commented on the fact that the model utterances which alternated between the two languages, using the same two names ("Gloria" and "David") may have been a factor contributing to this continual confusion between English "Gloria" and Spanish "Gloria."

7. As was the case with the evaluators of the Black language sample, evaluators here often commented on the importance of withholding judgment concerning the ultimate effects of certain consonant or vowel substitutions. They pointed out that in many cases such substitutions represent "baby talk" features which children outgrow without special attention being directed at them in language instruction. They made a strong case for not considering such substitutions as indices of language "problems" necessarily resulting from being a native speaker of Spanish.

5.3.2.7 SAE inflections. The comments included in Figure 5.15 are similar to those made with reference to the Black language sample.

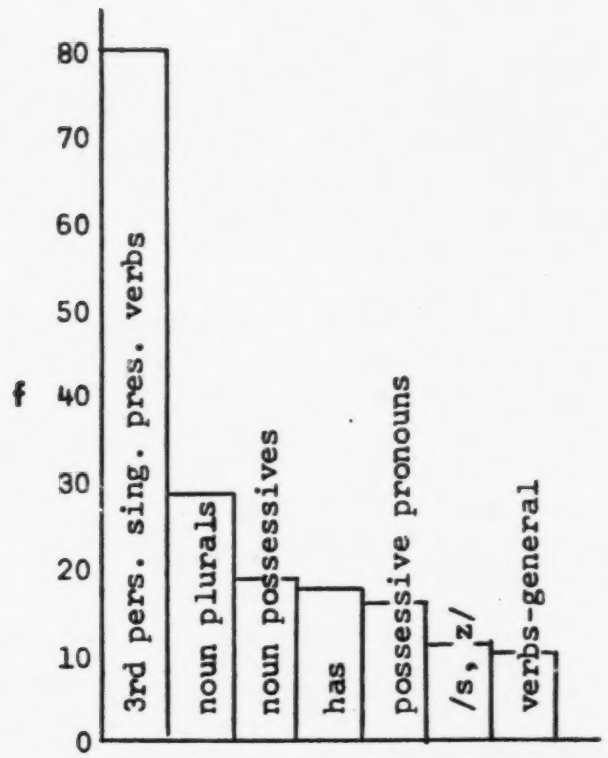

Figure 5.15. Frequencies of evaluators' comments concerning deviations in Mexican-American language sample relative to SAE inflections

1. Deletion of third person singular verb inflection and deletion of the noun plural and noun possessive markers were observed. On the other hand, there was also a tendency on the part of some children to add a final sibilant indiscriminately to all verbs and nouns, resulting in violations of the subject/verb concord, e.g., "Gloria and David drinks milk," and hyper-plurals such as "feets."

2. Noun possessives. An interesting observation with regard to noun possessives was the replacement of "Gloria's feet" by "the feet Gloria"; the Spanish equivalent is "los pies de Gloria." It will be recalled that children in the Black sample retained the word order of possessives but deleted the inflectional ending, e.g., "Gloria feet."

The children in this sample were observed to have deviant noun possessives, but the deviance, i.e., altering the SAE word order, differs from that occurring in the Black sample, probably as a result of the influence of Spanish possessive constructions.

3. /s, z/. Often when the third person singular present tense marker, the noun plural marker and the noun possessive marker were used by children in this sample, the voiced /z/ was devoiced to /s/, e.g., "his" became "hiss."

4. Several evaluators commented that the English of some of the children in this sample was so weak that specific evidence for inflectional endings was not available.

5.3.2.8 SAE syntax. Many of the comments provided here were redundant with those discussed in 5.3.2.1 and with those made by evaluators of the Black language sample.

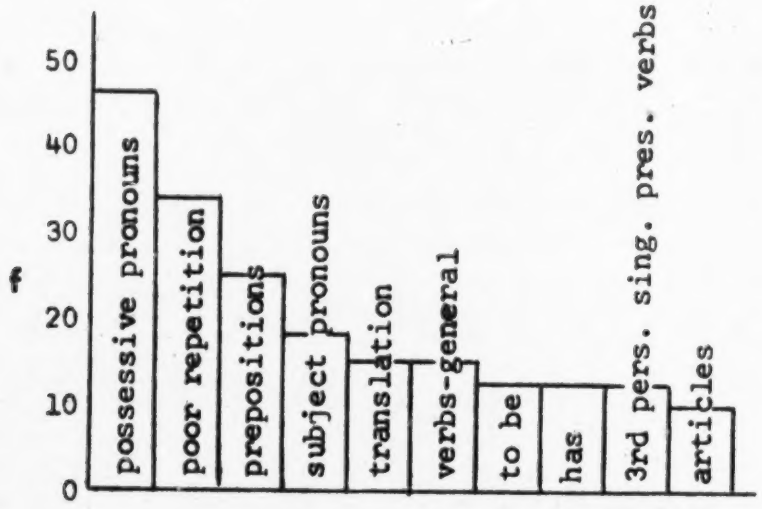

Figure 5.16. Frequencies of evaluators' comments concerning deviations in Mexican-American language sample relative to SAE syntax

1. Possessive pronouns. Children in the Mexican-American sample were observed to substitute "you" and "your" for "his," "her" or "their." It will be recalled that many substitutions for possessive pronouns were indicated as having been made by children in the Black sample. Children here were observed to make substitutions similar to those indicated for the Black sample, but they added "you" and

"your" to the list of substitutions. At least one evaluator suggested "su" and "sus" as a point of interference from Spanish.

Another frequent substitution made for possessive pronouns was "the" as in "Soap is on the nose" for "Soap is on her nose," and "the leg" for "his leg" in "Baby has a sock on his leg." The carry-over from Spanish, where the definite article is used with parts of the body, e.g., "Tiene jabón en la nariz" and "El bebé tiene un calcetín en la pierna," seems clear.

2. Has. Evaluators reported that "has" was replaced by /haev/, /haef/ and "is have" in some instances. This use of "is have" was not observed in performances of the Black language sample.

3. Prepositions. Prepositions were extremely confused by children in this sample; "under" replaced "on," "in" replaced "on," "in" replaced "at," and so on. The "in"/"on" confusion is often cited as an interference problem for Spanish speakers, i.e., Spanish "en" covers both "in" and "on" relationships. Examples reported by evaluators included "The socks in Gloria's feet," and "The light not in."

4. Articles. Children in this sample were observed to substitute "one" for the indefinite article "a" as in "Baby has one sock on his leg," or "David has one brush for his hair." The carry-over from Spanish again appears certain since "un" may be translated as both "a" and "one."

5. Many evaluators of this sample agreed with evaluators of the Black sample that more syntactical patterns should be included before an adequate evaluation of syntax can be made. They indicated that the test does not really examine syntax in any meaningful way.

5.3.3 Comments x Items: Spanish of Mexican-American language sample.

5.3.3.1 Spanish dominance. Comments concerning the children's performances in Spanish were fewer than comments concerning SAE, and they were often couched in the same general terms as were comments by these same evaluators concerning SAE performances.

1. Poor repetition. Figure 5.17 includes the category "Poor repetition" as the most frequently cited comment. As indicated earlier, comments such as "failure to repeat," "slurred speech" and "omissions" comprise this category.

2. Translation. Also included are general comments on the translation of all or parts of Spanish models into English; i.e., English words or phrases were included in all or part of the repetition of a Spanish model utterance.

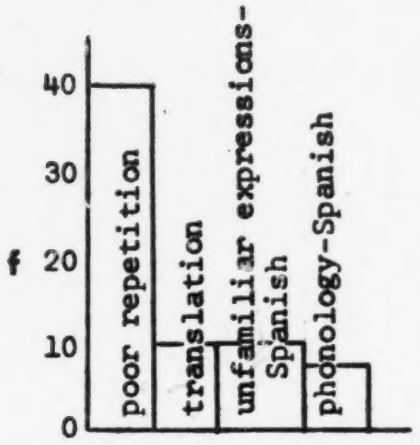

Figure 5.17. Frequencies of evaluators' comments concerning deviations in Mexican-American language sample relative to Spanish dominance

3. Unfamiliar expressions. The category "unfamiliar expressions" refers to several words which were apparently unfamiliar to many of the children in the sample. Among these were "desayuna" for "breakfast" which is usually "almuerza" in this dialect area, and "abotonar" for "button," which is more familiarly "abrochar." Several children also confused "apagada" with "pagaba." An interesting occurrence of interference with a lexical item was observed with "calcetín" (English: "sock"); several children said /saketín/. The first syllable appears to have its origin in the English word.

5.3.3.2 Spanish comprehension.

1. Unfamiliar expressions. The most common specified category relative to comprehension of Spanish involved unfamiliar expressions, e.g., "abotonar, desayuna, calcetín, chaqueta." The presence of these particular items in the model utterances often seemed to disrupt comprehension.

2. Poor repetition. In some cases, the substitution of one word for another represented for evaluators a deviation demonstrating poor comprehension (presumably as revealed in inexact reproduction of the model), e.g., "Gloria y David están tomando leche" provided as a response by a child to the model, "Gloria y David beben leche." Other evaluators insisted that the substitution of the more familiar "están tomando" indicated the correct decoding of the exemplar and its recoding in a more natural form.

3. Reflexives. Reflexive constructions such as "Los niños se acuestan" were often produced without the reflexive pronoun "se." In other cases, an additional reflexive was inserted, resulting in "David se puede abotonarse la camisa." In still other cases, children

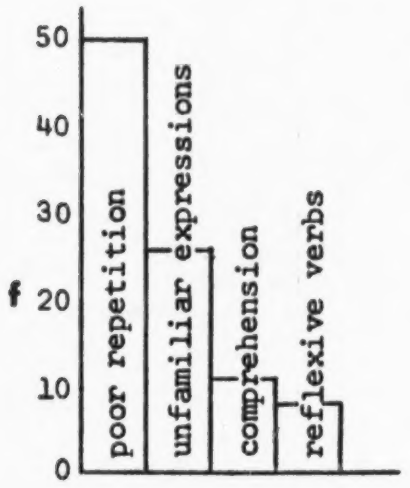

Figure 5.18. Frequencies of evaluators' comments concerning deviations in Mexican-American language sample relative to Spanish comprehension

rearranged the ordering of the reflexive, e.g., "David se puede abotonar la camisa," as a response to the model "David puede abotonarse la camisa." Evaluators differed in their interpretation of variations in the use of reflexives; some indicated specifically that a rearrangement to a more comfortable sequence indicated good comprehension of the model utterance.

5.3.3.3 Spanish production and Spanish phonology. Since very

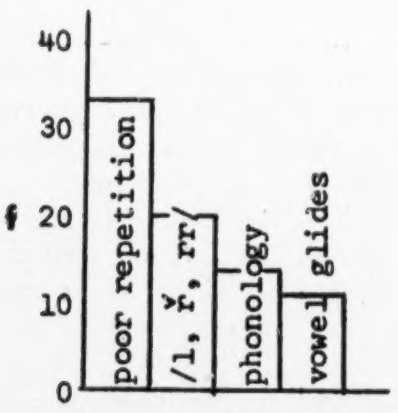

Figure 5.19. Frequencies of evaluators' comments concerning deviations in Mexican-American language sample relative to Spanish production

few comments were made concerning overall production, and since those which were made were repeated in response to the item on Spanish phonology, the two aspects of performance will be combined for this discussion.

1. /l, ř, rr/. Comments included various substitutions and omissions of /l, ř, rr/ in Spanish. /l/ was indicated as replacing /ř/ in final position and as part of initial consonant clusters, e.g., /tlabaxal/ for "trabajar." As with the English pronunciation of "Gloria," the Spanish pronunciation often presented problems which resulted in the reduction of the initial consonant cluster, deletion of the intervocalic tap /ř/, as in /gloya/, and so on. A particularly troublesome sequence involving /l, ř, and n/ was "en la nariz."

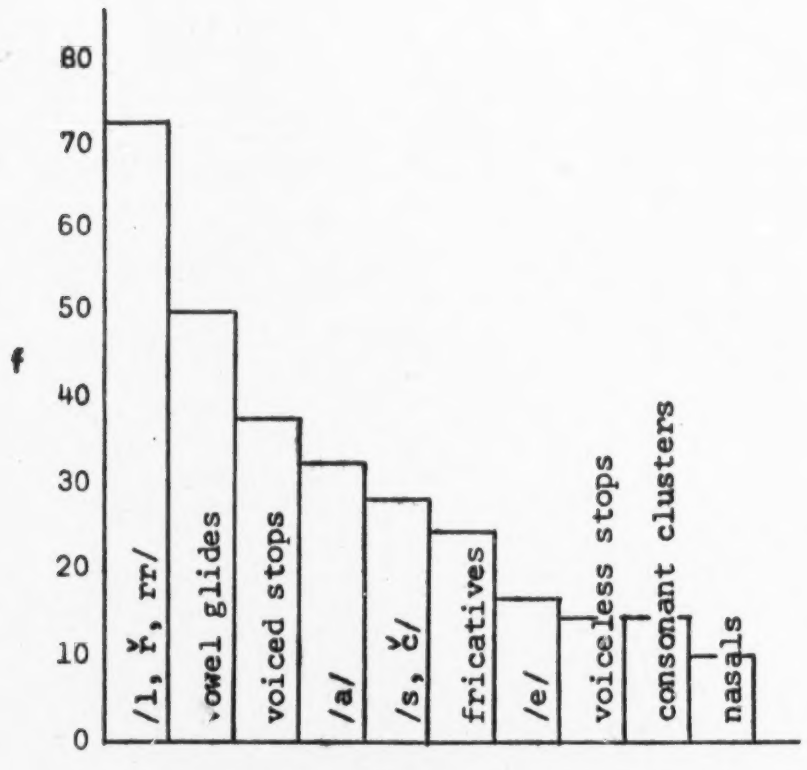

Figure 5.20. Frequencies of evaluators' comments concerning deviations in Mexican-American language sample relative to Spanish phonology

2. Vowel glides. An important deviation noted by evaluators in the Spanish of the children in this sample was a consistent

reduction of vowel glides. Thus, /ye/ and /yo/ become /e/ and /o/, e.g., "tiene" became /tene/; "metió" became /metó/.

In "despiertan," not only was the vowel glide reduced to /e/, but the initial syllable was omitted, resulting in "pertan."

3. Vowels. The omission of initial vowels in "apagada" and "acuestan" was noted. Also pointed out by some evaluators was the fact that Spanish vowels in unstressed position were frequently relaxed to an English-sounding /ə/.

4. Fricatives. Problems with fricatives were indicated as involving /b̥/, e.g., "jabón" became /xagón/, and the weakening of initial and intervocalic /d̥/, e.g., "ayuda" became /ayuya/ and "dientes" became /yentes/.

In interpreting phonological deviations, many evaluators insisted that features such as consonant cluster reduction and lack of discrimination between /l, ř, rr/, often "baby talk" features which disappear with maturation, should not be a matter of concern to the educator. In short, purely phonological substitutions or deletions were again cited with great frequency and consistency by evaluators, but the relative importance of such features in overall language development was disputed (cf. 5.1.3.5).

5.3.3.4 Spanish intonation. Some evaluators of the Mexican-American language sample were much more explicit in their comments concerning intonation than were evaluators of the Black language sample.

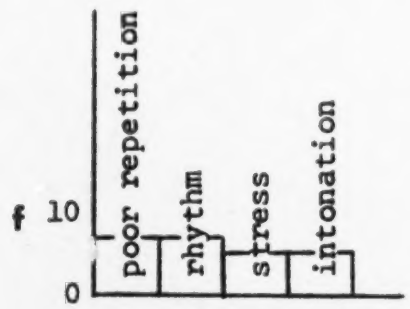

Figure 5.21. Frequencies of evaluators' comments concerning deviations in Mexican-American language sample relative to Spanish intonation

Several drew intonation contours with different pitch levels specified. They specified cases of stress and rhythm deviation in the SAE and

Spanish performances of the Mexican-American children. What is interesting about evaluations of Spanish intonation is the fact that the estimate of reliability for this item was quite high (.8961) when compared to the other two reliabilities of intonation ratings.

5.3.3.5 Spanish syntax.

1. Reflexives. Comments concerning Spanish syntax involved reflexives which were previously discussed.

2. Articles. Comments indicated that articles had been deleted as had occurred in performances on SAE.

3. Prepositions. The substitutions of one preposition for another was noted, e.g., "a" was often replaced by "para" or "pa" as in "Ellos van pa la escuela hoy," and "en" was replaced by "a" in "se le metió a los ojos."

4. Indirect object. The indirect object pronoun "le" in "Mamá le ayuda a Gloria" and "El jabón se le metió en los ojos" was indicated as having been deleted.

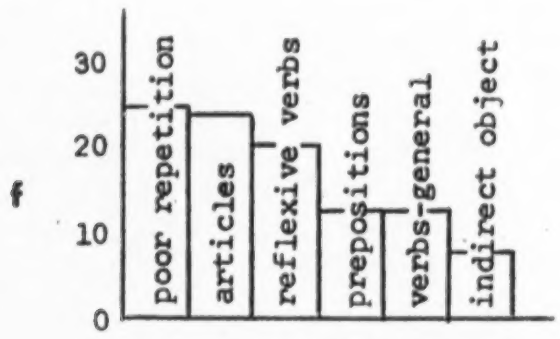

Figure 5.22. Frequencies of evaluators' comments concerning deviations in Mexican-American language sample relative to Spanish syntax

5.4 Comments x Utterances

A second perspective from which to consider the comments provided by the evaluators is the relationship of given comments to specific model utterances in the test instrument, i.e., which model utterances were cited in support of given comments? It is of interest to the test designer to gain information concerning those test items which

served to discriminate specific aspects of linguistic performance for the evaluators.

5.4.1 Comments x utterances: Black language sample. Table 5.5 contains the model utterances used by evaluators to exemplify comments raised with regard to each of the questionnaire items. The frequencies indicated in the table refer to the total number of times a given utterance was used as an example for the various linguistic aspects in the questionnaire (e.g., phonology, comprehension, intonation).

Table 5.6 contains the frequencies with which given model utterances were cited in support of evaluators' specific comments. These frequencies indicate which sentences in the test instrument served to exemplify evaluators' specific observations about performances of the children making up the Black language sample.

5.4.2 Comments x utterances: Mexican-American sample. Table 5.7 contains the English model utterances of the bilingual test used by evaluators to exemplify comments corresponding to each questionnaire item (e.g., comprehension, intonation, syntax). Table 5.8 contains the same information relative to Spanish utterances. The frequencies indicated in the table refer to the total number of times a given utterance was used as evidence of an aspect of comprehension, phonology, inflections, and the like.

Table 5.9 contains the frequencies with which given English model utterances were cited in support of specific aspects of behavior commented upon by the fourteen evaluators of the Mexican-American language sample. Table 5.10 contains the same information for Spanish model utterances. These frequencies indicate which sentences in the test instrument served to exemplify evaluators' specific observations about performances of the children making up the Mexican-American language sample.

Table 5.5 Number of times each utterance was cited by evaluators of Black language sample as relevant to specific aspects of performance

Utterances:	Aspects:	Dialect dominance	SAE dominance	SAE comprehension	SAE production	Pathologies	SAE phonology	SAE intonation	SAE inflections	SAE syntax
1. Mother washes David's neck.		85	14	13	49	7	62	6	95	12
2. She washes his ears.		49	3	15	35	5	25	4	26	10
3. Gloria takes a bath.		56	6	6	36	9	71	4	43	9
4. She has the soap.		47	5	8	40	7	34	9	9	9
5. Gloria washes her hair.		43	5	14	31	9	64	5	38	8
6. She has soap on her head.		73	6	12	43	8	94	7	15	15
7. Gloria cries.		22	3	3	20	11	49	2	19	2
8. The soap is in her eyes.		66	5	12	62	10	57	5	14	38
9. Soap is on her nose.		46	3	2	35	3	51	4	9	26
10. Mother helps Gloria.		70	13	5	41	9	47	1	84	10
11. David has a toothbrush		105	6	18	60	7	80	0	23	23
12. He cleans his teeth with his brush.		96	10	25	61	13	105	1	41	25
13. Gloria has a toothbrush		89	6	13	49	6	93	0	14	15
14. She cleans her teeth with her brush.		107	9	11	54	20	104	5	60	19
15. David and Gloria are clean.		30	4	14	35	1	36	1	3	15
16. They are on their knees.		106	3	13	46	3	76	2	13	23
17. The children go to bed.		62	2	16	30	12	122	7	2	17
18. The light is not on.		44	3	14	32	8	67	1	2	13
19. Mother wakes Gloria and David.		62	6	21	33	7	47	1	59	14
20. The children wake (the) baby.		43	3	10	14	10	78	3	7	13

Table 5.5 continued

Utterances:	Aspects:	Dialect dominance	SAE dominance	SAE comprehension	SAE production	Pathologies	SAE phonology	SAE intonation	SAE inflections	SAE syntax
21. Gloria and David both get clean clothes.		32	6	38	31	21	67	1	12	28
22. They can dress in their clothes.		91	1	19	59	12	67	1	11	25
23. David can button his shirt.		22	5	21	43	9	53	5	5	14
24. Gloria cannot button her dress.		19	0	48	31	20	47	5	0	11
25. The socks are on Gloria's feet.		120	10	19	68	7	31	2	88	44
26. Gloria has her shoes.		81	8	9	40	4	38	0	29	26
27. Baby has a sock on his leg.		63	5	19	31	9	68	3	26	17
28. He has a shoe on his foot.		63	4	21	32	5	33	2	19	26
29. Gloria has a comb for her hair.		67	4	31	53	10	64	4	14	32
30. David has a brush for his hair.		83	4	30	56	13	54	5	24	37
31. The family eats breakfast.		68	8	11	43	8	84	1	47	16
32. Gloria and David drink milk.		22	3	14	19	4	60	1	3	11
33. The children wash their hands.		137	2	14	64	6	95	2	45	30
34. They brush their teeth.		121	3	11	73	10	110	1	11	26
35. Gloria gets a coat.		41	5	8	20	12	58	0	29	8
36. David gets a little coat.		57	7	10	25	12	65	0	40	11
37. The children don't play today.		46	3	11	18	19	92	6	2	19
38. Today they go to school.		30	1	3	19	19	62	3	3	2
39. Daddy goes to work.		43	7	1	29	10	16	4	58	11
40. Mother works at home.		31	4	2	10	4	22	3	35	5

Table 5.6 Number of times each utterance was cited by evaluators of Black language sample in support of given comments

Utterance:	Comment:	Poor repetition	Phonology	Consonants	Voiceless stops	Voiced stops	Fricatives	/ə/	/θ/	/l, r/	/s, z/	Consonant clusters	/ae, a, ɔ/	/e, ɛ/	/o/	Vowel glides	3rd pers. sing. verb	verb "to be"	has
1. Mother washes David's neck.		12	1	12	2	14	9	18	0	4	16	4	0	13	0	10	102	0	0
2. She washes his ears.		11	4	3	0	0	3	0	2[a]	5	19	0	0	5	0	5	20	0	1
3. Gloria takes a bath.		1	3	6	3	0	1	6	66	10	4	10	1	2	2	12	81	0	1
4. She has the soap.		3	1	3	2	1	1	45	3	1	14	2	0	1	2	1	16	0	23
5. Gloria washes her hair.		7	7	3	1	0	5	0	0	26	6	13	1	14	1	21	78	0	1
6. She has soap on her head.		9	3	6	4	13	6	0	1	17	3	2	4	65	16	8	18	0	36
7. Gloria cries.		2	4	1	5	0	0	1	1	14	0	20	10	0	1	17	44	0	0
8. The soap is in her eyes.		23	7	0	0	1	7	32	1	14	7	0	11	3	1	19	4	76	0
9. Soap is on her nose.		6	5	11	0	1	8	0	0	11	16	0	3	1	12	7	81	69	0
10. Mother helps Gloria.		2	2	3	1	1	0	18	2	13	10	21	2	3	0	7	78	0	1
11. David has a toothbrush		2	0	11	5	19	2	1	78	7	6	18	4	0	0	1	22	0	125
12. He cleans his teeth with his brush.		17	3	9	1	1	6	18	112	5	19	5	7	1	0	2	84	0	0
13. Gloria has a toothbrush.		5	4	6	0	2	3	2	74	12	9	28	6	0	0	11	24	0	85
14. She cleans her teeth with her brush.		10	5	4	2	1	7	15	102	25	5	14	6	4	0	9	123	1	0
15. David and Gloria are clean.		20	6	4	2	17	3	2	0	7	2	13	2	0	1	10	5	33	1
16. They are on their knees.		8	1	1	4	0	0	107	0	7	0	1	1	0	13	8	2	9	1
17. The children go to bed.		19	2	5	11	20	0	46	2	30	0	28	2	46	1	2	1	0	0
18. The light is not on.		8	9	7	10	1	1	35	2	1	7	0	9	0	23	1	4	41	0
19. Mother wakes Gloria and David.		21	7	1	3	10	4	6	0	9	5	7	4	0	2	13	126	0	3
20. The children wake (the) baby.		8	2	0	0	0	0	32	1	33	1	28	2	19	0	0	5	0	0

[a]Occasionally the utterances cited by evaluators as exemplifying a specific comment were inappropriate to that comment. Since these occurrences were rare and probably represented nothing more than misnumbering the intended exemplar, no attempt was made to "correct" these figures.

Table 5.6 continued

	Utterance:	Comment:	can	Subject pronoun	Possessive pronoun	Noun plurals	Noun possessive	Articles	Subject/verb concord	Unfamiliar expressions	Prepositions
1.	Mother washes David's neck.		0	0	4	7	93	0	7	6	0
2.	She washes his ears.		0	26	14	30	7	0	1	1	0
3.	Gloria takes a bath.		0	2	0	2	0	13	2	2	0
4.	She has the soap		0	25	4	0	0	3	0	1	0
5.	Gloria washes her hair.		0	0	6	7	1	0	2	3	0
6.	She has soap on her head.		0	19	10	7	1	0	2	5	1
7.	Gloria cries.		0	0	0	0	1	0	1	1	0
8.	The soap is in her eyes.		0	0	0	22	1	17	2	0	0
9.	Soap is on her nose.		0	0	2	2	0	2	2	0	0
10.	Mother helps Gloria.		0	0	1	2	0	0	4	8	0
11.	David has a toothbrush.		0	0	0	0	0	8	2	0	0
12.	He cleans his teeth with his brush.		0	24	30	2	0	1	8	2	2
13.	Gloria has a toothbrush.		0	1	2	0	0	4	2	2	0
14.	She cleans her teeth with her brush.		0	23	15	4	0	1	2	1	0
15.	David and Gloria are clean.		0	0	3	0	0	0	6	4	0
16.	They are on their knees.		0	4	82	20	4	1	2	1	2
17.	The children go to bed.		0	0	0	0	0	29	0	3	2
18.	The light is not on.		0	1	0	0	0	6	0	0	1
19.	Mother wakes Gloria and David.		0	0	0	4	1	1	8	6	0
20.	The children wake (the) baby.		0	0	0	5	1	18	0	7	0

Table 5.6 continued

Utterance:	Comment:	Poor repetition	Phonology	Consonants	Voiceless stops	Voiced stops	Fricatives	/d/	/θ/	/l, r/	/s, z/	Consonant clusters	/æ, a, ɔ/	/e, ɛ/	/o/	Vowel glides	3rd pers. sing. verb
21. Gloria and David both get clean clothes.		40	17	6	4	12	1	2	31	11	3	28	2	16	1	8	5
22. They can dress in their clothes.		9	2	3	10	2	0	81	5	9	3	15	1	4	0	1	5
23. David can button his shirt.		21	10	7	21	19	5	3	0	2	6	0	2	0	0	2	0
24. Gloria cannot button her dress.		26	15	0	13	2	1	0	2	21	0	18	2	4	0	11	0
25. The socks are on Gloria's feet.		19	4	1	3	1	0	38	0	1	6	2	1	0	14	2	10
26. Gloria has her shoes.		3	1	4	0	0	6	0	0	9	17	12	1	0	0	13	29
27. Baby has a sock on his leg.		7	7	5	4	4	4	2	1	3	12	0	3	32	17	6	12
28. He has a shoe on his foot.		15	3	5	2	0	6	1	0	1	18	0	1	0	10	2	15
29. Gloria has a comb for her hair.		4	2	6	8	3	7	0	0	13	5	10	3	12	13	13	12
30. David has a brush for his hair.		18	7	3	3	14	5	0	1	10	10	6	4	6	8	3	26
31. The family eats breakfast.		12	3	12	10	1	0	28	1	11	2	63	2	1	0	4	93
32. Gloria and David drink milk.		15	0	3	3	15	1	4	0	22	1	26	2	5	1	6	1
33. The children wash their hands.		17	6	1	1	3	1	71	5	27	1	22	3	19	0	2	7
34. They brush their teeth.		12	2	1	6	0	0	87	108	7	2	9	1	1	0	3	2
35. Gloria gets a coat.		2	3	0	18	14	1	6	0	2	2	13	5	20	0	11	66
36. David gets a little coat.		6	6	3	18	27	0	5	0	28	4	11	3	14	0	0	83
37. The children don't play today.		16	3	1	4	3	0	33	0	40	0	24	2	20	5	2	4
38. Today they go to school.		3	3	1	9	12	0	40	0	19	2	27	0	1	5	1	3
39. Daddy goes to work.		0	0	1	5	12	0	0	0	0	6	1	2	1	0	2	125
40. Mother works at home.		2	1	1	2	2	0	8	1	5	4	1	1	0	0	8	72

Table 5.6 continued

	Utterance:	Comment:	Verb "to be"	has	can	Subject pronoun	Possessive pronouns	Noun plurals	Noun possessives	Articles	Subject/verb concord	Unfamiliar expressions	Prepositions
21.	Gloria and David both get clean clothes.		0	0	0	1	0	11	2	1	7	15	0
22.	They can dress in their clothes.		2	0	23	2	73	15	6	0	0	3	0
23.	David can button his shirt.		1	0	17	3	17	4	0	1	0	16	0
24.	Gloria cannot button her dress.		0	2	19	0	7	0	1	0	4	19	0
25.	The socks are on Gloria's feet.		81	0	0	1	7	46	122	11	2	2	1
26.	Gloria has her shoes.		0	123	0	0	0	8	4	0	3	1	0
27.	Baby has a sock on his leg.		1	60	1	2	14	13	9	3	2	1	0
28.	He has a shoe on his foot.		0	77	0	11	17	1	2	2	2	1	1
29.	Gloria has a comb for her hair.		0	114	1	0	12	0	1	1	6	0	19
30.	David has a brush for his hair.		1	114	0	6	25	2	4	0	5	2	10
31.	The family eats breakfast.		1	0	0	0	3	1	0	16	6	1	1
32.	Gloria and David drink milk.		0	1	0	0	2	2	0	1	2	6	1
33.	The children wash their hands.		1	2	0	1	93	52	15	10	1	7	0
34.	They brush their teeth.		0	1	0	4	89	18	3	0	0	1	0
35.	Gloria gets a coat.		0	0	0	0	1	1	1	7	2	3	0
36.	David gets a little coat.		1	0	0	0	2	2	0	7	2	2	0
37.	The children don't play today.		0	0	0	1	0	0	0	21	1	5	0
38.	Today they go to school.		0	0	0	1	2	1	0	0	0	1	2
39.	Daddy goes to work.		0	6	0	0	0	0	1	0	5	0	0
40.	Mother works at home.		0	0	0	0	0	0	0	0	2	0	0

Table 5.7 Number of times each English utterance was cited by evaluators of Mexican-American language sample as relevant to specific aspects of performance in English

Utterance:	Aspect: SAE dominance	SAE comprehension	SAE production	Pathologies	SAE phonology	SAE intonation	SAE inflections	SAE syntax
1. Mother washes David's neck.	18	14	24	2	80	4	30	3
2. She washes his ears.	16	10	19	1	89	3	31	17
5. Gloria washes her hair.	18	13	28	3	74	6	30	32
7. Gloria cries.	15	3	19	5	53	3	22	0
10. Soap is on her nose.	22	27	14	0	45	5	3	32
12. Mother helps Gloria	12	4	18	4	69	4	35	3
14. David has a toothbrush.	15	22	28	3	79	1	17	16
15. He cleans his teeth with his brush.	23	26	29	6	110	4	34	17
18. They are on their knees.	15	14	13	0	61	3	17	17
20. The children go to bed.	5	12	9	3	57	4	5	8
22. The light is not on.	8	17	10	0	55	5	2	11
24. Mother wakes Gloria and David.	10	19	16	0	28	0	12	10
26. Gloria and David both get clean clothes.	18	37	16	0	33	1	4	18
29. Gloria cannot button her dress.	10	30	16	2	16	3	3	28
30. The socks are on Gloria's feet.	14	24	18	0	29	0	18	38
32. Baby has a sock on his leg.	14	18	16	0	36	3	22	20
35. David has a brush for his hair.	16	16	15	3	44	4	10	15
36. The family eats breakfast.	8	5	16	2	53	2	25	5
38. Gloria and David drink milk.	11	14	11	1	27	1	1	10
40. The children wash their hands.	9	10	18	1	50	2	26	17
41. They brush their teeth.	10	10	13	2	90	0	6	15
43. David gets a little coat.	6	9	11	1	47	3	27	6
45. Today they go to school.	5	4	11	0	38	6	8	15
47. Daddy goes to work.	8	7	11	1	38	0	30	12
49. Mother works at home.	14	12	13	0	42	0	26	15

Table 5.8 Number of times each Spanish utterance was cited by evaluators of the Mexican-American language sample as relevant to specific aspects of performance in Spanish

Utterance:	Aspect: Spanish dominance	Spanish comprehension	Spanish production	Spanish phonology	Spanish intonation	Spanish syntax
3. Gloria se baña.	3	2	7	23	3	1
4. Ella tiene el jabón.	9	7	13	38	5	10
6. Ella tiene jabón en la cabeza.	8	6	7	23	5	8
8. Gloria llora.	3	1	9	40	2	1
9. El jabón se le metió en los ojos.	6	13	7	14	1	8
11. Tiene jabón en la nariz.	7	3	16	44	2	4
13. Mamá le ayuda a Gloria.	8	16	14	29	2	10
16. Gloria tiene un cepillo de dientes.	4	14	17	29	1	13
17. Se lava los dientes con su cepillo.	3	13	11	18	1	14
19. Están de rodillas.	6	13	16	37	3	2
21. Los niños se acuestan.	1	5	3	12	1	2
23. La luz está apagada.	2	11	13	41	1	6
25. Los niños despiertan al bebé.	4	23	14	32	0	9
27. Ellos se pueden vestir solos.	8	11	7	21	0	17
28. David puede abotonarse la camisa.	11	30	9	22	1	19
31. Gloria tiene sus zapatos.	7	7	11	18	0	7
33. El bebé tiene un calcetín en la pierna.	7	29	25	33	0	17
34. Gloria tiene un peine para el cabello.	3	8	6	19	2	9
37. La familia se desayuna.	5	19	10	6	1	6
39. Gloria y David beben leche.	10	19	7	17	0	12
42. Ellos se lavan los dientes.	4	4	9	22	2	6
44. David toma una chaqueta.	1	7	4	17	2	3
46. Ellos van a la escuela hoy.	3	8	4	13	2	16
48. Papá va a trabajar.	5	4	12	24	0	15
50. Mamá trabaja en casa.	6	4	5	11	1	10

Table 5.9 Number of times each English utterance was cited by evaluators of Mexican-American language sample in support of specific comments

Utterance:	Comment:	Poor repetition	Translation	/p, t, k/	/b, d, g/	/ə/	/θ/	/l, r/	/s, z/	/š, č/	Consonant clusters	/a, ae/	/I, i/	Vowel glides	3rd pers. pres. verb	has	Possessive pronouns	Noun possessives	Prepositions	Noun plurals
1. Mother washes David's neck.		18	3	1	2	19	1	3	13	42	1	17	0	0	26	0	2	8	1	0
2. She washes his ears.		9	2	0	0	1	0	4	28	54	1	4	4	0	27	0	8	2	2	4
5. Gloria washes her hair.		14	3	0	0	0	0	15	17	55	2	5	0	0	27	0	35	0	3	0
7. Gloria cries.		3	8	0	0	0	0	20	28	1	23	0	0	3	22	0	0	1	0	1
10. Soap is on her nose.		36	5	2	1	0	0	0	33	1	0	0	2	2	0	0	21	0	13	0
12. Mother helps Gloria.		6	2	2	0	33	0	14	6	2	12	16	0	0	36	0	0	0	0	2
14. David has a toothbrush.		26	2	1	0	3	30	2	11	23	19	2	0	3	3	28	0	0	1	0
15. He cleans his teeth with his brush.		37	2	0	0	8	32	3	19	21	9	3	13	8	38	0	10	1	4	0
18. They are on their knees.		24	4	0	0	45	0	0	16	0	0	0	0	5	3	0	11	1	13	4
20. The children go to bed.		14	1	1	11	16	0	1	1	11	6	2	2	3	4	0	0	0	2	0
22. The light is not on.		10	4	6	1	21	0	0	10	0	0	3	8	3	1	0	0	0	7	0
24. Mother wakes Gloria and David.		32	1	1	2	11	0	0	1	0	2	12	1	0	12	0	0	0	0	1
26. Gloria and David both get clean clothes.		44	17	1	0	1	1	5	7	0	9	4	0	3	2	0	1	0	0	0
29. Gloria cannot button her dress.		46	1	3	0	0	0	3	0	0	7	3	0	0	0	0	22	8	0	0
30. The socks are on Gloria's feet.		46	5	1	0	14	1	3	7	0	0	3	0	0	1	0	2	0	15	10
32. Baby has a sock on his leg.		29	8	1	4	0	0	0	15	0	0	6	5	2	5	17	3	0	9	5
35. David has a brush for his hair.		16	18	0	0	1	2	3	13	14	1	2	7	3	2	9	6	0	0	2
36. The family eats breakfast.		17	1	7	0	11	0	1	6	0	23	4	0	1	22	0	0	0	0	3
38. Gloria and David drink milk.		34	6	2	1	0	0	5	1	0	7	4	2	1	0	0	0	0	0	0
40. The children wash their hands.		19	2	0	4	15	0	3	8	8	15	3	0	2	6	0	18	1	0	12
41. They brush their teeth.		7	0	0	0	19	41	3	6	19	4	8	0	1	0	0	26	0	1	0
43. David gets a little coat.		12	2	14	1	1	1	4	4	0	1	1	3	13	24	0	0	0	0	1
45. Today they go to school.		9	1	2	1	14	3	7	3	0	8	0	0	4	6	0	7	0	2	0
47. Daddy goes to work.		12	3	6	4	2	1	5	15	0	4	3	0	2	29	0	0	0	1	2
49. Mother works at home.		15	6	0	0	18	0	3	7	0	6	9	0	1	27	0	0	0	11	1

Table 5.10 Number of times each Spanish utterance was cited by evaluators of Mexican-American language sample in support of given comments

Utterance:	Comment: Poor repetition	Unfamiliar expressions	Translation	Reflexives	Articles	/b, d, g/	Fricatives	/l, ř, rr/	/č, s/	/a/	Vowel glides
3. Gloria se baña.	1	0	0	0	0	0	1	21	2	4	0
4. Ella tiene el jabón.	10	1	0	0	9	4	4	1	2	0	36
6. Ella tiene jabón en la cabeza.	13	2	1	0	0	1	2	1	2	3	15
8. Gloria llora.	1	0	0	0	0	0	1	43	0	2	6
9. El jabón se le metió en los ojos.	17	3	2	0	2	2	3	2	0	0	5
11. Tiene jabón en la nariz.	8	1	7	0	1	4	4	28	1	0	10
13. Mamá le ayuda a Gloria.	23	4	0	0	5	7	3	18	1	4	1
16. Gloria tiene un cepillo de dientes.	20	1	9	0	7	5	9	4	1	0	19
17. Se lava los dientes con su cepillo.	19	2	0	6	3	3	6	2	5	1	2
19. Están de rodillas.	19	3	0	0	0	6	3	29	0	2	1
21. Los niños se acuestan.	7	0	0	0	1	0	0	0	9	0	0
23. La luz esta apagada.	23	5	0	0	1	8	4	8	0	11	0
25. Los niños despiertan al bebé.	25	7	0	1	2	1	0	10	4	1	9
27. Ellos se pueden vestir solos.	23	3	0	3	2	1	1	8	3	0	3
28. David puede abotonarse la camisa.	30	9	0	22	0	4	1	4	3	3	3
31. Gloria tiene sus zapatos.	13	1	8	0	0	0	0	6	1	1	15
33. El bebé tiene un calcetín en la pierna.	31	12	0	0	8	1	0	21	0	0	21
34. Gloria tiene un peine para el cabello.	12	2	0	0	5	0	0	13	0	2	7
37. La familia se desayuna.	23	7	1	3	2	2	3	4	2	0	0
39. Gloria y David beben leche.	27	8	2	1	0	3	0	5	0	3	2
42. Ellos se lavan los dientes.	7	0	7	0	2	7	10	4	4	0	0
44. David toma una chaqueta.	6	2	1	1	0	3	1	2	5	3	2
46. Ellos van a la escuela hoy.	11	2	0	0	2	0	1	1	5	0	2
48. Papá va a trabajar.	8	1	9	0	3	0	1	28	0	0	0
50. Mamá trabaja en casa.	16	0	0	0	3	1	0	9	2	1	0

6. INDIVIDUAL PROTOCOLS

In Section 5 of this report evaluators' comments were viewed in the context of linguistic aspects which applied to the two language samples, i.e., Black and Mexican-American, summing across individual children. The tabulations and comments referred to performances of the ten Black and ten Mexican-American children as a group. Another perspective from which to view the evaluations is in terms of the convergence of comments made by evaluators concerning each of the children in the two samples. In viewing the sum of evaluators' comments about a given child, it is possible to derive an individual linguistic protocol for that child with regard to those linguistic aspects included in the test instrument in question. That is, an examination of the comments made with highest frequency about each of the twenty children in the two language samples provides a description of each child's linguistic baseline, aspects of which might serve as the focus of attention in an instructional program. Since the primary purpose of oral language assessment would seem to be that of serving as input to instructional programs, these individual protocols are particularly useful for the individualization of language instruction.

The protocols for each of the twenty children are to be found in Appendices 5 and 6. Appendix 5 contains the protocols of the ten Black children and Appendix 6 the protocols of the ten Mexican-American children making up this sample. Included in these appendices are tables summarizing evaluators' comments concerning deviations in the performance of each child along with the frequency with which each comment was cited. (Only comments with a frequency greater than 7 are included.) The remarks which follow the comment-frequency table for each child deal with instructional needs, reading achievement, and other general observations: these comments were drawn directly from the questionnaires completed by the evaluators.

6.1 Comments Concerning Children in Black Language Sample

Table 6.1 contains the mean ratings for overall SAE performance assigned by the evaluators to each child in the Black language sample. Included also is the total number of comments indicating deviations and normative performance.

6.1.1 Individual protocols of Black children. In examining the protocols presented in Appendix 5, it is noted that although there are many comments concerning deviations which are common to the performances of nearly all children in the Black language sample, e.g., "third person singular verb inflections,"

Table 6.1 Children in Black language sample ranked according to mean overall rating with total number of evaluators' comments indicating deviations and positive aspects of their performances

Child Code	Overall Mean Rating SAE	Total Comments- Deviations SAE	Total Comments- Positive SAE
85	5.02	109	99
72	4.33	247	70
80	4.07	316	90
83	3.77	299	58
76	3.48	329	63
78	3.48	361	70
79	3.47	381	79
77	3.27	337	66
84	2.77	372	45
81	2.75	381	49

the relative frequency with which this comment is cited varies for each child and is a reflection of the extent to which evaluators indicated it to be a critical area for him. For some children, then, deviations in the area of the third person singular verb inflection represented the most frequent evaluator observation; for others, comments concerning deviations in this area were less frequent than comments referring to deviations in other areas of grammar or phonology.

For example, the most frequent comments made about child No. 81, whose overall performance rating (2.75 on a 7-point scale) was the lowest of this sample, are in the area of grammar, e.g., deviations in third person singular verb inflections, verb "to be," possessive pronouns, noun possessives, "has," and noun plurals; the category of highest frequency was third person singular verb inflections. Although there were some less frequently cited comments referring to phonology, grammar is clearly the area of greatest convergence of evaluators' comments concerning deviations in this child's performance. On the other hand, child No. 79, whose overall performance rating (3.47) placed him in the lower half of the rank order, is observed to have comments concerning deviations in the same general areas as those noted for child No. 81. However, the distribution of frequencies of these comments differs from that of child No. 81. Most frequent comments for child No. 79 concerned phonology, e.g., consonant clusters, voiced stops, /ɵ/, and /ȡ/; these were followed by the grammatical deviations just indicated for child No. 81. For child No. 79, then, although grammatical deviations are frequently indicated, and the total number of comments concerning deviations (381) is exactly the same as

that noted for child No. 81 (cf. Table 6.1), the distribution of comments indicates that certain phonological deviations overshadowed the deviations in grammar.

In sharp contrast, on the other hand, is the protocol of child No. 85 whose mean performance rating (5.02) was the highest of the group. It is noted that in addition to there being relatively few comments concerning deviations in his overall performance, those comments made (with one exception: noun plurals) converge on the area of phonology, e.g., /θ/, /ð/, consonant clusters. The grammatical aspects included in this test instrument are clearly indicated as well under the control of this child; principal deviations in his performance occur in the area of phonology.

6.1.1.1 Prescriptions for instruction and reading. The general comments concerning instructional needs and reading achievement found in Appendix 5 tend to follow the pattern revealed in the comment-frequency tables. For example, the majority of comments made by evaluators concerning instruction and reading for child No. 81 recommend that immediate action be taken to remediate those deviations observed in this child's performance, e.g., "He has a language gap that must be closed early if he is to make satisfactory progress in school." General comments with respect to child No. 85, on the other hand, reveal a majority opinion that no special action be taken, e.g., "Leave her language alone."

It should be emphasized here that recommendations such as those just described were never unanimous. In the apparently more clear-cut cases of children representing the two extremes of language proficiency (e.g., child No. 81 and child No. 85), a majority of evaluators leaned in one direction or the other regarding whether specific instructional action should or should not be taken. A majority opinion was not evident, however, when a child's performance placed him in the middle of the rank order distribution, as was the case with child No. 79. Here basic differences in evaluators' opinion regarding prescriptions for language instruction or reading are most readily seen. Some evaluators recommended immediate and intensive language instruction while others indicated that direct intervention would be a serious mistake because the normal maturational process will be adequate to insure normative performance. Thus, for child No. 79, recommendations concerning instructional needs vary from: "Intensive practice in use of 3rd person singular form 'has,' listening to and repeating sentences, short ones then longer ones, and reading poetry chorally"; to: "Allow child to outgrow developmental features."

Some of the differences in opinion regarding prescriptions for instruction seem to result from two distinct philosophical stances: (1) the linguistically different child should not be forced into a standardized mold; and (2) the linguistically different child should

be given access to the "standard" mode of language to permit him social and economic mobility. In addition, within these philosophical stances there is observed a division with respect to the relative importance of specific deviations (e.g., phonological as opposed to grammatical) in the overall language proficiency of a maturing child. Section 5 presented some of these disagreements as they related to specific aspects of performance. Appendix 5 contains a more complete inventory of these divergent comments as they apply to each of the ten children making up the Black language sample.

6.2 Comments Concerning Children in Mexican-American Language Sample

Table 6.2 contains the overall SAE performance mean ratings for each of the children in the Mexican-American language sample; Table 6.3 contains the same information regarding each child's Spanish performance. The corresponding number of evaluators' comments concerning deviations and positive aspects in each child's performance are also included in these two tables.

Table 6.2 Children in Mexican-American language sample ranked according to mean overall rating in SAE with total number of evaluators' comments indicating deviations and positive aspects of their performances in SAE

Child Code	Rank Order Position-Spanish	Overall Mean Rating-SAE	Total Comments	
			Deviations-SAE	Positive-SAE
31	3	4.55	151	61
22	1	4.03	188	52
29	2	3.57	242	49
34	6	3.29	170	32
27	8	2.69	225	30
26	10	2.50	177	32
33	9	2.46	197	38
30	5	2.40	221	20
35	4	2.03	181	36
28	7	1.27	108	21

The ten Mexican-American children are ranked in order of the overall mean ratings of their performances in English and Spanish in Tables 6.2 and 6.3, respectively. Additional information is provided concerning each child's rank order position in the second language. That is, for each child ranked according to overall performance in SAE, the corresponding rank order position he obtained in Spanish is indicated, and vice-versa. It is interesting to note that the three children whose overall performance in SAE was rated highest by the evaluators are the same ones whose performances were rated highest in Spanish.

Table 6.3 Children in Mexican-American language sample ranked according to mean overall rating in Spanish with total number of evaluators' comments indicating deviations and positive aspects of their performances in Spanish

Child Code	Rank Order Position-SAE	Overall Mean Rating-Spanish	Total Comments	
			Deviations-Spanish	Positive-Spanish
22	2	6.75	53	56
29	3	6.45	93	68
31	1	6.43	69	43
35	9	6.37	52	67
30	8	5.74	93	44
34	4.	5.47	71	42
28	10	5.35	82	45
27	5	5.28	111	30
33	7	2.39	136	22
26	6	1.33	105	26

That is, those children whose performances in SAE were considered superior to the others were also ranked highest in their Spanish performances. These children would probably be considered closest to being functional bilinguals.

On the other hand, it will be noted that overall performance ratings in Spanish are considerably higher, with two exceptions, than even the highest ratings in SAE. These overall ratings would thus indicate that eight of the ten children in this sample exhibited in their performances a dominance of Spanish over SAE. The greatest Spanish dominance differential is represented in the performance of child No. 35 whose overall Spanish rating is 6.37 as compared to an SAE rating of only 2.03. Two of the ten Mexican-American children seem to represent exceptions to the observed Spanish dominance, No. 26 and No. 33. Both of these children's performances were rated quite low in both languages; child No. 26 shows an overall SAE rating of 2.50 and a Spanish rating of 1.33; and child No. 33 has almost identical ratings in SAE and Spanish (2.46 and 2.39, respectively).

In short, an examination of Tables 6.2 and 6.3 reveals that children's performances in this sample were of three types: (1) high rating in both Spanish and SAE; (2) definite dominance of Spanish over English, or (3) low rating in both languages with possible slight SAE dominance. None of the children's performances revealed a strong SAE dominance.

6.2.1 Individual protocols of Mexican-American children. The individual protocols of the ten Mexican-American children making up

this sample are presented in Appendix 6. In examining these protocols for evaluators' comments concerning deviations, those children whose performances were rated high in Spanish and low in SAE are those about whom more deviations were indicated for SAE than for Spanish. Internal consistency between evaluators' ratings and comments is thus verified. The performance of child No. 35, for example, is rated high in Spanish (6.37 on a 7-point scale) and low in SAE (2.03). An examination of evaluators' comments concerning deviations in his performance presented in Appendix 6 reveals that no comments were recorded concerning deviations in Spanish; all comments referred to deviations in this child's SAE performances. On the other hand, the protocol for child No. 33, whose SAE performance was rated slightly higher than his performance in Spanish (2.46 and 2.39, respectively), shows a high frequency of comments concerning deviations in both SAE and Spanish. It may also be noted that this child is the only one about whose performance evaluators frequently commented that English words were substituted for Spanish in repetitions of Spanish exemplars: it will be recalled that he is one of the two children whose SAE rating was slightly higher than the Spanish performance rating.

As was discussed concerning the Black language sample (6.1.1), there are many comments which are noted by evaluators as common to the performances of almost all children in the language sample. This same observation may be made with respect to comments concerning the Mexican-American language sample, e.g., the phonological substitution of SAE /č/ for /š/, where "wash" is rendered as "watch." As was the case with the Black language sample, however, the relative frequency of such comments varies from child to child, depending on the extent to which they were observed in each performance. In the case of the /š/ - /č/ substitutions, then, child No. 22 whose overall mean rating in SAE (4.03) is the second highest of the group, shows this comment to be the most frequent made by evaluators. Child No. 27, on the other hand, whose overall SAE performance rating falls in the middle of the rank ordering, shows this comment to have been only rarely cited by evaluators; other aspects of performance, e.g., Spanish /l, ř, rr/; English /s, z/; English 3rd person singular present tense of verbs, were cited with much greater frequency than was the /š/ - /č/ substitution with regard to this child's performance.

An examination of the individual protocols presented in Appendix 6 for aspects such as those just described, i.e., the convergence of evaluators' comments upon specific areas of performance, thus provides a description of each child's linguistic baseline with respect to those linguistic aspects included in the test instrument in question.

6.2.1.1 Prescriptions for instruction and reading. The general comments provided by evaluators of the Mexican-American language sample concerning prescriptions for language instruction and reading reveal a dichotomy similar to that observed in the comments made by

evaluators of the Black language sample. That is, there was general evaluator agreement concerning prescriptions for those children whose performances were rated either very high or very low. That is, for child No. 31, whose performance was rated high in both languages, most evaluators recommended that no special instruction be undertaken, e.g., "This child seems competent enough; additional maturity will probably remedy any problems." On the other hand, for child No. 33, whose performance in both languages was rated very low, a majority of evaluators indicated that immediate action be taken by her teacher. For example: "The child needs help as soon as possible. She's on her way to becoming linguistically stunted as it were; i.e., she may not acquire an adequate command of Spanish and her English is likely to be quite deficient if not straightened out soon."

Although evaluators were not unanimous in their prescriptions for the clear-cut cases just described, a definite majority opinion was observed in their general comments. However, in the less clear-cut cases, i.e., those children whose performances placed them in the middle of the rank ordering, evaluators' prescriptions for language instruction and reading were often equally divided into two opposing camps. In such cases, half of the evaluators favored teacher intervention and the other half favored allowing the normal developmental processes to occur without intervention. This latter group indicated that normal development would satisfactorily resolve the deviations observed in the performances of these children. These opposing opinions concerning prescriptions for language instruction and reading seemed to result from the opposing philosophical stances discussed in the context of the Black language sample (6.1.1.1). These opposing philosophical stances thus seem to be equally applicable to cases of children whose dialect of English differs from SAE, and to children whose language (Spanish) differs. Section 5 contained examples of these differences of opinion as regards specific aspects of performance. Appendix 6 contains the complete inventory of evaluators' opposing views concerning prescriptions for each of the ten children making up the Mexican-American language sample used in this research.

7. IMPLICATIONS

It may be recalled that the main goal of this project was to investigate the degree to which a sentence imitation task could be used as an aid in the evaluation of linguistic performances of Black and Mexican-American children. The procedure involved selecting response tapes of ten children from each ethnic group where these tapes represented ranges of language performance. The tapes were then subjected to a detailed evaluation by a panel of experts for the Mexican-American children and a panel for Black children. Evaluations from the panels were assessed to find the degree of consistency among selected scale evaluations of the tapes, the reported bases for these evaluations, and the responses to three questions pertaining to each child relative to instructional needs, predictions of reading achievement, and general observations and comments.

7.1 Reliability of Evaluators' Ratings

As reported in Section 5, there was a high degree of consistency on the majority of rating scales in the evaluations of both Black and Mexican-American children's tapes. Scaled ratings with high reliability for both groups included evaluations of performances in the areas of: language dominance, SAE phonology, SAE comprehension, SAE production, SAE inflections, and SAE syntax. For the Mexican-American sample, other areas showing high reliability included Spanish phonology, Spanish syntax, Spanish comprehension, Spanish production, and Spanish intonation. By contrast, low reliabilities were found for scaled ratings of SAE intonation, and binary questions concerning language pathologies and the prediction of reading achievement.

These reliability data may be taken as a basis for selecting types of scales that could be used to train raters to carry out evaluations of taped oral language performances. That is, the present results provide a basis for determining which aspects of language raters might be eventually trained to evaluate, as contrasted with those evaluations that are unreliable even among experts. Additionally, if lay persons were trained to use such scales, the present reliability coefficients provide some idea of the maximum reliability that might be reached after such training.

7.2 Bases for Evaluators' Ratings

Also reported in Section 5 are the comments indicated by evaluators to be the bases of assigning given ratings. Like the rating scales, these comments could serve in the training of evaluators. For each type of scale evaluation, trainees could be told what characteristics experts typically cited as bases for making the rating. Thus, for example, when the evaluators rated SAE phonology for

Mexican-American children, comments typically associated with this scale were the following:

1. Initial /ð/ replaced by /d/, resulting in "day" for "they"
2. SAE /č/ and /š/ were not distinguished, resulting in "watch" for "wash"
3. SAE /i/ and /I/ were not distinguished, resulting in "he's" for "his"
4. SAE /e/, /ɛ/ and /ae/ were not distinguished, resulting in vowel deviations in such words as "leg," "can," and "takes"
5. SAE /s/ and /z/ not distinguished, resulting in "hiss" for "his"
6. Reduction of initial consonant clusters, /kr/, /kl/, /gl/, /sk/.

By contrast, when evaluators rated SAE inflections for the Black children, comments typically included the following:

1. Deletion of noun plural endings and/or hyper-pluralization (e.g., feets, childrens)
2. Deletion of noun possessive endings in pre-noun position
3. Deletion of third person singular present tense verb inflections.

As discussed in Section 5, those scales showing high reliability were accompanied by substantial consistency in evaluators' reports of their bases for judgments. The unreliable scales were accompanied by very few comments, and those comments expressed represented a wide diversity of opinion. In brief, it seems advisable that judgments concerning reading achievement, language pathologies, and intonation not be included as such in training raters to evaluate recorded sentence imitations.

The aforementioned comments were often cited relative to specific sentence exemplars in the test instrument to which they pertained. A three-way identification among the use of a rating scale, a basis for its use in terms of the evaluators' comments, and the reference to a child's performance on a particular exemplar was thus made possible. Thus, in training evaluators it would be possible to present the tape recorded performances evaluated by the present panels and to isolate specific examples of deviations, evaluators' associated comments, and resulting scale ratings.

7.3 Further Evaluator Comments

The most open-ended segment of the evaluation data were the answers to questions regarding specific instructional needs, reading achievement, and the invitation for further comments. The variety and inconsistency of responses in these categories was evidence that the

evaluation of sentence imitations may not be useful as a basis for broad prescriptive interpretations. The disagreements among evaluators in these cases tended to reflect both a frustration with the limited information available (i.e., the recorded sentence imitations) to serve as a basis for making broad prescriptive interpretations as well as the lack of agreement concerning instructional strategies for remediation. There were, for example, opposing views on whether linguistic drills are efficient in changing a child's language patterns. There was also a frequent difference of opinion concerning whether some aspects of performance were more symptomatic of language immaturity, dialect variations, or both. Frustration was often expressed about the lack of further non-linguistic information on the child, such as his age, whether he was a native-born American, and the kinds of home and school environments he experiences. Inconsistencies on prescriptions for reading instruction typically reflected problems concerning the lack of information on facets of the child's language capabilities beyond what the imitation data provided, as well as a lack of knowledge of the type of instructional resources available to the child in reading programs. In all, the open-ended prescriptions seem the least consistent type of information to be gleaned from sentence imitations. The practical implications are that such prescriptions based on recorded sentence imitations alone be discouraged in the training of lay evaluators.

7.4 Individual Protocols

As described in Section 6, it is possible to collate commentary data on a child-by-child basis. As already discussed, these protocols provide a rich picture of the range of evaluations associated with the specific performance of an individual child. It is believed that in the training of evaluators, the study of individual tapes along with collections of the range of scale and commentary data for a given child would be an effective instructional tool. Prospective evaluators could be trained with the sample tapes and response protocols, both drawn directly from the present data. As training progresses, sample tapes and response protocols could be used as a basis for assessing trainees' evaluations. (To what degree do a trainees' evaluations reflect aspects of the response protocols provided by a panel of experts?) Training packages in the form of tape cassettes and accompanying printed materials would be a valuable aid in implementing the envisaged Phase II of the present program.

7.5 Implications for Evaluator Training

7.5.1 Evaluation instrument. As discussed above, the training of new evaluators would best incorporate a response instrument representing a practical version of the questionnaire used in the present research. As the results have revealed, the greatest reliability would be expected for all scale evaluations except intonation,

and for binary questions concerning language pathologies and predictions of reading achievement. Open-ended prescriptions for instruction and reading should probably be discouraged since it is relatively difficult to identify them with the details of the evaluation process, and as discussed above, they tend to result in the most discrepant responses among evaluators.

7.5.2 Test exemplars. Frequency data contained in Section 5.4 of this report indicate that certain utterances discriminate specific aspects of language behavior better than others. Some utterances do not seem, from the low frequencies with which they were cited, to provide much information, or the information they do provide is totally redundant with that provided by other utterances in the instrument. Possible revisions in the exemplars contained in the test instrument could be guided by these data.

The evaluators contributed suggestions toward the revision of the test instrument used in this study. Among suggestions made by the evaluators was that the test exemplars be augmented so as to include a greater variety of syntactical patterns, e.g., questions, embedded questions, multiple-negation, the use of "be," past tenses. It was generally agreed that the few syntactical patterns provided by this instrument were too limited. Other evaluators suggested that it might be useful to include items which would serve as a check on children's capabilities in Black dialect or in Chicano Spanish or English; these items would reflect local usage. Although the point should be obvious, the present results should transcend the particular commercially available test materials included in this study. Most of what has been reported here as well as suggestions for modification should prove useful in the construction of any type of language imitation materials. It is feasible that such materials could be developed locally for particular groups of children.

7.5.3 The problem of conflicting philosophies. As discussed briefly in Section 6.3, the present results, while offering generally consistent evaluations of children's sentence imitations, at the same time revealed conflicting philosophies of instructional implications, especially when a child's performance was neither extremely good nor extremely poor. Put another way, even though experts tended to agree on specific characteristics of a child's language performance, there was often marked disagreement concerning prescriptions for instruction. Typically, the division was between persons who would seek to provide the child with language alternatives through active drill techniques as contrasted with persons whose instructional prescriptions reflected a "let it be" philosophy.

This disagreement is particularly salient in the area of phonology where evaluators noted the substitutions and deletions of specific phonemes in the performances of the children. Once such

deviations were identified, however, evaluators tended to disagree on exactly what should be done about these deviations. Some evaluators argued that such substitutions and deletions represent a developmental stage, and that they would undoubtedly disappear as the child matures; no direct action on the part of the teacher was recommended. In fact, many evaluators holding this position explicitly discouraged any direct action on the part of the teacher, arguing that such action might well be detrimental to a child's normal development. On the other hand, other evaluators referring to the same child specified that oral language drills should be employed to remediate the phonological substitutions and deletions observed in his performance.

To reiterate the point, evaluations of children's sentence imitations were quite consistent among the experts, but the instructional implications they expressed tended to be divided between the two philosophies just described.

A key question for the practical implication of language evaluation procedures is whether the instruction of evaluators should include a consideration of the differences in philosophies underlying instructional prescriptions. Presumably this question must be answered if for no other reason than the practical fact that the raison d'être of this type of evaluation is to serve as a basis for making specific instructional decisions.

7.5.4 Recording quality. In the early phases of this project, the high frequency of a mediocre recording quality served as a warning that conditions for high quality recording must be carefully imposed if tapes are to be accurately evaluated. In particular, the test environment should preclude any type of choral response from children since it is important that children respond as individuals to the exemplars. It seems important too that recordings be made in an as acoustically acceptable environment as possible.

7.6 Suggestions for Further Applications

The present research prompted a number of ideas for further applications of the present materials beyond the evaluation of children's language. These applications are discussed in terms of teacher training, innovations in pupil training, and use of the imitation approach in linguistic studies.

7.6.1 Teacher training. It seems generally agreed today that teachers need to be sensitive to the language variations of their pupils. As discussed by Baratz (1970), Labov (1970) and Williams (1970), there has been some confusion in teachers' regarding language differences as language deficits. It is suggested that tape recorded samples of sentence imitations and the evaluation protocols from this study could efficiently serve in training teachers to recognize the

variations to be expected in the language of particular communities. The materials and data of this study, even in their present form, could serve in teacher instruction. Further, tapes could be prepared to cover other dialects found in the United States, and examples could even be made of children switching between languages or dialects, or switching between their "careful" and "casual" styles of speech. If such materials are used with teacher candidates, a prospective teacher could be given pre-service training in the language of her pupil population. In addition, it would be possible to prepare tapes of imitation material taken from children of varying age groups, perhaps from pre-school through secondary school. If such imitated responses were arranged in chronological sequence, listeners could experience, for example, the developmental sequence of language in children. It would also be possible to include examples of speech and language pathologies.

7.6.2 Pupil training. As was indicated in Section 3, the present tape materials are part of a set of training materials which use sentence imitation procedures. There are a number of additional ideas for instructional innovation beyond the use of the present tapes. Tapes designed for instruction in, say, vocabulary, could employ procedures where a child is instructed to fill in a deleted item in the oral sequence, or to answer a question, or even to switch dialects or styles in contrasting speech situations. The suggestion here is that in addition to imitation, other language tasks could be easily programmed into the tape recorded materials and employed as an instructional aid in the schools. These applications readily fit the strategy of using instructional objectives in the area of language arts. Such materials lend themselves easily to use by paraprofessionals in the classroom and in situations where individualized instruction is desired. It seems likely that such usage would find efficient application in the desegregated classroom. Tapes could be provided for instructional sequences aimed at the attainment of specific behavioral objectives in terms of specific responses.

A final suggestion is that the aspects of oral language development deemed most relevant to learning to read could be programmed into the tape-slide sequence. Here again the individualized instruction technology could be flexibly programmed for linguistically different children, aimed at specific instructional objectives, and supervised by paraprofessionals.

7.6.3 Linguistic studies. A practical application of the instrumentation used in the present project would be in social dialect studies where the slide and tape equipment might take the place of the linguistic field worker. One criticism aimed at the studies of urban dialects is that of the introduction of variance due to the ethnicity and personality of the linguistic field worker (Shuy et al., 1967; Labov, 1966). Mechanization and standardization of linguistic elicitation techniques would thus rule out one of the major sources of

variance both within and between field studies. Eventually it might be possible to develop major collections of response tapes of children representing different speech communities and age groups. These corpora could then be used as a basis for selecting tapes for use in both teacher and pupil training applications.

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APPENDIX 1: EXEMPLARS (MODEL UTTERANCES) IN ENGLISH TEST

1. Mother washes David's neck.
2. She washes his ears.
3. Gloria takes a bath.
4. She has the soap.
5. Gloria washes her hair.
6. She has soap on her head.
7. Gloria cries.
8. The soap is in her eyes.
9. Soap is on her nose.
10. Mother helps Gloria.
11. David has a toothbrush
12. He cleans his teeth with his brush.
13. Gloria has a toothbrush.
14. She cleans her teeth with her brush.
15. David and Gloria are clean.
16. They are on their knees.
17. The children go to bed.
18. The light is not on.
19. Mother wakes Gloria and David.
20. The children wake (the) baby.
21. Gloria and David both get clean clothes.
22. They can dress in their clothes.
23. David can button his shirt.
24. Gloria cannot button her dress.
25. The socks are on Gloria's feet.
26. Gloria has her shoes.
27. Baby has a sock on his leg.
28. He has a shoe on his foot.
29. Gloria has a comb for her hair.
30. David has a brush for his hair.
31. The family eats breakfast.
32. Gloria and David drink milk.
33. The children wash their hands.
34. They brush their teeth.
35. Gloria gets a coat.
36. David gets a little coat.
37. The children don't play today.
38. Today they go to school.
39. Daddy goes to work.
40. Mother works at home.

APPENDIX 2: EXEMPLARS (MODEL UTTERANCES) IN SPANISH-ENGLISH TEST

1. Mother washes David's neck.
2. She washes his ears.
3. Gloria se baña.
4. Ella tiene el jabón.
5. Gloria washes her hair.
6. Ella tiene jabón en la cabeza.
7. Gloria cries.
8. Gloria llora.
9. El jabón se le metió en los ojos.
10. Soap is on her nose.
11. Tiene jabón en la nariz.
12. Mother helps Gloria.
13. Mamá le ayuda a Gloria.
14. David has a toothbrush.
15. He cleans his teeth with his brush.
16. Gloria tiene un cepillo de dientes.
17. Se lava los dientes con su cepillo.
18. They are on their knees.
19. Están de rodillas.
20. The children go to bed.
21. Los niños se acuestan.
22. The light is not on.
23. La luz está apagada.
24. Mother wakes Gloria and David.
25. Los niños despiertan al bebé.
26. Gloria and David both get clean clothes.
27. Ellos se pueden vestir solos.
28. David puede abotonarse la camisa.
29. Gloria cannot button her dress.
30. The socks are on Gloria's feet.
31. Gloria tiene sus zapatos.
32. Baby has a sock on his leg.
33. El bebé tiene un calcetín en la pierna.
34. Gloria tiene un peine para el cabello.
35. David has a brush for his hair.
36. The family eats breakfast.
37. La familia se desayuna.
38. Gloria and David drink milk.
39. Gloria y David beben leche.
40. The children wash their hands.
41. They brush their teeth.
42. Ellos se lavan los dientes.
43. David gets a little coat.
44. David toma una chaqueta.

45. Today they go to school.
46. Ellos van a la escuela hoy.
47. Daddy goes to work.
48. Papá va a trabajar.
49. Mother works at home.
50. Mamá trabaja en casa.

APPENDIX 3: QUESTIONNAIRE SUBMITTED TO EVALUATORS OF THE BLACK LANGUAGE SAMPLE

95-b

ORAL LANGUAGE ASSESSMENT PROJECT Code #_____

1. A. How would you rate this child with regard to language dominance?

Dialect: Strong __: __: __: __: __: __: __ Weak

Standard American English: Strong __: __: __: __: __: __: __ Weak

B. On which particular aspects of this child's performance did you base the above ratings? Please be specific.

Aspect	As in:	Aspect	As in:

2. A. How would you rate this child in terms of overall comprehension of Standard American English (hereafter SAE)?

Good __: __: __: __: __: __: __ Bad

B. On which particular aspects of this child's performance did you base your rating? Please be specific.

Aspect	As in:	Aspect	As in:

3. A. How would you rate this child in terms of overall production of SAE?

Good __: __: __: __: __: __: __ Bad

B. On which particular aspects of this child's performance did you base the above rating? Please be specific.

Aspect	As in:	Aspect	As in:

4. A. Were any "pathologies" (e.g., voice, rhythm, articulation) suggested by this child's performance?

_____Yes _____No

B. If yes, which aspects of his performance are relevant? Please be specific.

Aspect	As in:	Aspect	As in:

5. A. How would you rate this child's mastery of the phonology of SAE?

Good __: __: __: __: __: __: __ Bad

B. Upon which aspects of this child's performance did you base your rating? Please be specific.

Vowels	As in:	Consonants	As in:

6. A. How would you rate this child's overall mastery of SAE intonation patterns?

Good __: __: __: __: __: __: __ Bad

B. Upon which particular aspects of the child's performance did you base your rating? Please be specific.

Aspect	As in:	Aspect	As in:

7. A. How would you rate this child's overall mastery of inflectional endings in SAE?

Good __: __: __: __: __: __: __ Bad

B. Upon which particular aspects of the child's performance did you base your rating? Please be specific.

Aspect	As in:	Aspect	As in:

8. A. How would you rate this child's overall mastery of SAE syntax?

Good __: __: __: __: __: __: __ Bad

B. Upon which particular aspects of the child's performance did you base your rating? Please be specific.

Aspect	As in:	Aspect	As in:

9. What recommendations would you make regarding specific instructional needs of this child?

10. A. Is there anything in this child's performance which would lead you to make predictions regarding his learning to read?

_____Yes _____No

B. If yes, what are they?

C. Please indicate those aspects of the child's performance which are relevant to your predictions.

Aspects	As in:	Aspects	As in:

11. Are there any other general comments you would care to make?

APPENDIX 4: QUESTIONNAIRE SUBMITTED TO EVALUATORS OF THE MEXICAN-AMERICAN LANGUAGE SAMPLE

ORAL LANGUAGE ASSESSMENT PROJECT Code #_____

1. A. How would you rate this child with regard to language dominance?

Spanish: Strong __: __: __: __: __: __: __ Weak

English: Strong __: __: __: __: __: __: __ Weak

B. On which particular aspects of this child's performance did you base the above ratings? Please be specific.

Aspect	As in:	Aspect	As in:

2. A. How would you rate this child in terms of overall comprehension of Standard American English (hereafter SAE)?

Good __: __: __: __: __: __: __ Bad

B. On which particular aspects of this child's performance did you base the above rating?

Aspect	As in:	Aspect	As in:

3. A. How would you rate this child in terms of overall comprehension of Spanish?

Good __: __: __: __: __: __: __ Bad

B. On which particular aspects of this child's performance did you base the above rating?

Aspect	As in:	Aspect	As in:

4. A. How would you rate this child in terms of overall production of SAE?

Good __: __: __: __: __: __: __ Bad

B. On which particular aspects of this child's performance did you base the above rating? Please be specific.

Aspect	As in:	Aspect	As in:

5. A. How would you rate this child in terms of overall production of Spanish?

Good __: __: __: __: __: __: __ Bad

B. On which particular aspects of this child's performance did you base the above rating? Please be specific.

Aspect	As in:	Aspect	As in:

6. A. Were any "pathologies" (e.g., voice, rhythm, articulation) suggested by this child's performance?

_____Yes _____No

B. If yes, which aspects of his performance are relevant?

Aspect	As in:	Aspect	As in:

7. A. How would you rate this child's overall mastery of the phonology of SAE?

Good __: __: __: __: __: __: __ Bad

B. Upon which aspects of this child's phonological production did you base your rating? Please be specific.

Vowels:	As in:	Consonants:	As in:

8. A. How would you rate this child's overall mastery of the phonology of Spanish?

Good __: __: __: __: __: __: __ Bad

B. Upon which aspects of this child's phonological production did you base this rating? Please be specific.

Vowels:	As in:	Consonants:	As in:

9. A. How would you rate this child's overall mastery of SAE intonation patterns?

Good __: __: __: __: __: __: __ Bad

B. Upon which particular aspects of the child's performance did you base your rating? Please be specific.

Aspect	As in:	Aspect	As in:

10. A. How would you rate this child's overall mastery of Spanish intonation patterns?

Good __: __: __: __: __: __: __ Bad

B. Upon which particular aspects of the child's performance did you base your rating? Please be specific.

Aspect	As in:	Aspect	As in:

11. A. How would you rate this child's overall mastery of inflectional endings in SAE?

Good __: __: __: __: __: __: __ Bad

B. Upon which particular aspects of the child's performance did you base your rating? Please be specific.

Aspect	As in:	Aspect	As in:

12. A. How would you rate this child's overall mastery of SAE syntax?

Good __: __: __: __: __: __: __ Bad

B. Upon which particular aspects of the child's performance did you base your rating? Please be specific.

Aspects	As in:	Aspect	As in:

13. A. How would you rate this child's overall mastery of Spanish syntax?

Good __: __: __: __: __: __: __ Bad

B. Upon which particular aspects of the child's performance did you base your rating? Please be specific.

Aspects	As in:	Aspect	As in:

14. What recommendations would you make regarding specific instructional needs of this child?

15. A. Is there anything in this child's performance which would lead you to make predictions regarding his learning to read?

_____Yes _____No

B. If yes, what are they?

C. Please indicate those aspects of the child's performance which are relevant to your predictions.

Aspect	As in:	Aspect	As in:

16. Are there any other general comments you would care to make?

APPENDIX 5: SUMMARY OF EVALUATORS' COMMENTS CONCERNING CHILDREN IN BLACK LANGUAGE SAMPLE

I. Subject No. 72 of Black language sample

A. Evaluators' comments concerning deviations in performance

	Comment	Frequency
1.	noun possessive	23
2.	/e, ɛ/	22
3.	has	22
4.	3rd person singular present verb	21
5.	/θ/	21
6.	/ð/	15
7.	possessive pronouns	15
8.	noun plurals	13
9.	consonant clusters	9
10.	poor repetition-general	8
11.	/l, r/	8
12.	articles	8
13.	fricatives	7
14.	/ae, a, ɔ/	7

B. Recommendations regarding instructional needs:[⊠]

1. Give him opportunities to write own reading materials.
2. Relieve his obvious boredom with repetition tasks. The need to sustain fluency will increase with maturity and exposure to the functional use of instructional language.
3. Inform the teacher about BE patterns.
4. Leave her language alone.
5. a. Much drill on 3rd person singular verb inflection.

[⊠]It should be noted that the number preceding each comment serves merely to differentiate a comment from that made by another evaluator. The same number used in reference to instructional needs and reading achievement for the same child, or in reference to instructional needs for two different children does not necessarily refer to the same evaluator. That is, the comment numbered (2) refers only to the fact that this comment is the second selected for inclusion in this report and does not refer to a particular evaluator.

b. Drill on use of they--their--listening exercises.
c. Drill to repeat every word in the sentence--tends to not hear article "the."
d. Drill on has, have, had--ear training.

6. The forms of the possessives need drill. Language games for ear training needed. Many opportunities to express himself orally.
7. Use of plurals--correct verb usage of have and has, pronunciation of consonant blends.
8. 3rd person verb form
possessives
noun plurals } final /s/ problem
9. None--exposure to normal world; depends on goals.
10. Consonant and vowel sounds.

C. Predictions regarding child's learning to read:

1. He seems eager and interested--goes along with situation; corrected self and added other ideas, which would indicate that with right materials and teacher, he will learn to read easily.
2. Good. As long as she is allowed to give dialectally appropriate renderings of reading passages.
3. This child should learn to read easily and should be a good reader. She has expression, understanding, and is eager--she can't wait for the teacher.
4. Non-standard inflectional endings. Substitution. Unaware of certain sounds, e.g., k, l.
5. Child may tend to sing-song and not learn to comprehend what he reads. May have difficulty pronouncing words due to tendency to place accent on wrong syllable--as <u>tóday</u>.
6. Ease in repetition.
   Few pronunciation difficulties.
   Eager to innovate and add to models.
7. Potentially--omissions of phonemes in oral performance may affect reading of associated graphemes. See inflectional endings that are omitted.

D. General comments:

1. Some of this child's failures to reproduce the SAE stimulus of the examiner may have been due to inattention. The child's mind seemed to wander. This might be attributed to immaturity.
2. This child comes through as one who is bright, eager, and anxious to get on her way. Real attention to her final consonant sounds and accuracy in repeating the model's drill is needed.
3. Play an echo game with verses and short stories using "has" and 3rd person singular verb inflections.

4. Age factor important and imitation. The few times when this child started to speak too early and then had to repeat it all from memory give the best samples of speech from which to judge (e.g., 31). However, there are too few, so enclosed judgments are based on entire tape. Note plural inflectional ending added to word "soap" in 6. Indicates child has not solidified his rules with associated lexical units.

II. Subject No. 76 of Black language sample

A. Evaluators' comments concerning deviations in performance

	Comment	Frequency
1.	3rd person singular present verb	33
2.	verb "to be"	28
3.	possessive pronouns	23
4.	/θ/	22
5.	has	22
6.	noun plurals	22
7.	noun possessive	21
8.	/ə/	16
9.	/e, ɛ/	13
10.	consonant clusters	12
11.	unfamiliar expressions	11
12.	/ae, a, ɔ/	10
13.	consonants-general	9
14.	voiced stops	9
15.	/l, r/	9
16.	/s, z/	8
17.	poor repetition-general	7

B. Recommendations regarding instructional needs:

1. Work with verb inflections and copula.
2. a. Don't insist on 3rd person singular "s" sounding.
   b. Don't insist on SE inflectional endings and syntax while child is reading.
3. Inform the teacher about this child's optional (but systematic) deviations from SAE norms.
4. Oral drill on inflectional endings--/s/, /d/, /t/, /z/
   Oral drill to improve rhythm and intonation
   Oral drill to hear "their," "they," "has," "have."
5. Careful listening to standard English.
   Awareness of differences in his dialect's phonological system and that of standard English.
   Intensive practice (oral).
   Drill using has, 3rd person singular verb inflectional form.
6. Understand use of singular and plural verbs, singular and plural nouns.
7. 3rd person singular verbs
   possessive forms.
8. Consonants and vowels sounds and blends.
   Listening.

C. Predictions regarding child's learning to read:

1. Over-zealous correction of dialect features in oral reading could inhibit acquisition of sound-symbol association skills.
2. His self-corrections indicate his awareness of differences, a desire to be correct, attentiveness. I think he's ready to learn to read.
3. If teacher does not get hung up on SAE sound-symbol relations should have no problem. If teacher does, however, may have problems.
4. This child should not have much difficulty learning to read if some oral drill is provided regularly to make sure he hears endings, intervocalic consonants, and he learns to read smoothly and with expression.
5. Lack of inflectional endings, present tense of <u>be</u>. Lack of ability to hear final consonants.
6. Lack of inflection in voice will cause difficulty in expression and comprehension.
7. Probably good reader--or could be. Seems comfortable with SAE. Verb number probably confused.

D. General comments:

1. The child is the most competent Negro dialect speaker on the tape. Child has thoroughly mastered Negro dialect grammar and has very few immaturities.
2. Phonological and morphological divergence from SAE was inconsistent in several instances. Such inconsistencies may indicate that the child is familiar with the rules of SAE as well as Black English. This seems to be indicated by his ability to produce the stimulus sentences. Reading problems resulting from linguistic interference are probably negligible or nonexistent.
3. This child's monotonous intonation pattern in the repetitions leads me to wonder whether he is attempting to "switch" from a dialect to SAE by rote repetition.
4. Interesting sample of a good dialect speaker with obviously excellent comprehension of SAE.
5. This child seems fairly well on his way. Oral drill and hearing/listening and repeating the sentences should be most effective in improving rhythm, inflectional endings, accuracy in repeating drill patterns.

III. Subject No. 77 of Black language sample

A. Evaluators' comments concerning deviations in performance

	Comment	Frequency
1.	3rd person singular present verb	28
2.	/ə/	26
3.	/l, r/	22
4.	noun possessive	22
5.	/θ/	21
6.	consonant clusters	21
7.	has	21
8.	verb "to be"	17
9.	possessive pronouns	17
10.	poor repetition-general	13
11.	/e, ɛ/	13
12.	noun plural	12
13.	voiceless stops	11
14.	/s, z/	11
15.	unfamiliar expressions	10
16.	consonants-general	9
17.	/ae, a, ɔ/	7
18.	vowel glides	7

B. Recommendations regarding instructional needs:

1. Initial clusters consisting of stop + liquid (gl, pl).
2. None, leave dialect alone, will outgrow immaturities.
3. Use child's vocabulary, patterns, ideas for reading materials. More conversation--teacher/pupil and pupil/pupil.
4. a. Make certain he understands the written and spoken inflectional endings that he does not use.
   b. Find out whether or not /l/ → /r/ and /r/ → w-like sound are dialectal or pathological. If found pathological--speech therapy or correction. If found dialectal--no problem unless you want to teach SAE speech. One could try ESL or English as a Second Dialect methods, but only when his models change will the child's speech change. Each person chooses his own models in life, though it is not unfair to do a little persuading. Peer group pressures, desire to succeed, desire to be liked by teacher, desire to fit into family and community are all persuading factors.

5. Do a long, detailed study of his speech in an unstructured situation and re-evaluate.
6. Inform the teacher of BE patterns.
7. This child seems to need to be trained to attend. Failure to comprehend the speech stimulus seem to have been related to the failure to pay attention to oral linguistic cues.
8. a. Drill on inflectional endings.
   b. Drill on beginning /h/ sound.
   c. Drill patterns for has a, have a.
   d. Drill on final /θ/.
   e. Drill on /sk/ and final /l/.
9. Drill sentences: possessive suffix, 3rd person singular verb inflection, feminine and masculine pronouns, and sounds; contrast pronunciations of words with final consonant and consonant clusters in standard and non-standard English; develop listening skills (child omitted final phrase after pause in a couple of sentences).
10. Needs help in enunciating endings and the proper use of verb forms.

C. Predictions regarding child's learning to read:

1. Child has enough dialect pronunciations so that teachers may overcorrect his oral reading, leading to discouragement and possible lack of further effort.
2. Responsive child--finds it difficult to repeat full sentence. Should wait a while for reading. Use child's vocabulary, patterns and ideas for his reading material.
3. In reading, this child probably behaves as he does in speaking. He may have a few more homophones than children whose speech is more standard (e.g., "The Hippocratic Oaf"), but I see these as individual problems for the teacher to be on the lookout for, rather than massive problems requiring textbooks and drills. Just because a child says "oaf," it does not mean that he doesn't know "oath." It's just that there are two "oafs"--oath-oaf and oaf-oaf!
4. Difficulty in decoding.
5. Probably will have a hard time because of inadequately prepared teacher.
6. The combination of phonological and morphological divergences from standard English might militate against learning to read standard English. Failure to comprehend may be related to failure to master SAE syntax.
7. Only because teachers tend to be hung up on SAE sound-symbol relations and SAE inflections. Reading silently would not be troublesome at all.

8. He will have some difficulties because he doesn't hear final sounds. Enunciation drill is good for garbled sounds. His speech indicates real weakness here.
9. If the child is taught to expect to get meaning from the printed page before learning to attach words--using phonetic skills he may not have trouble. He'll probably translate standard into non-standard English. However, if he is taught phonemics first there may be trouble.
10. The blends and the omission of final consonants will cause problems in word recognition and sounds.
11. Ease in repetition suggest relative comfort in reading. Verb errors suggest confusion of tense and lack of perception of agreement.
12. Lack of inflectional endings may cause phoneme-grapheme confusions.

D. General comments:

1. All remarks re. reading problems up to this point should be qualified by saying that if the teacher were aware of the authenticity of the dialect the child speaks and allow him to give dialectally appropriate readings no reading problems would be anticipated with respect to sound-symbol relationships.
2. Listening exercises and repetition of drill sentences is another need he has to improve listening and speech.

IV. Subject No. 78 of Black language sample

A. Evaluators' comments concerning deviations in performance

	Comment	Frequency
1.	3rd person singular present verb	35
2.	possessive pronouns	30
3.	/d/	27
4.	verb "to be"	21
5.	noun possessive	20
6.	has	18
7.	/θ/	17
8.	consonant clusters	16
9.	/æ, ɑ, ɔ/	16
10.	noun plurals	15
11.	poor repetition-general	13
12.	/s, z/	12
13.	/l, r/	11
14.	/e, ɛ/	11
15.	articles	11
16.	voiced stops	10
17.	vowel glides	9
18.	can → could	9
19.	voiceless stops	8
20.	verbs-general	7

B. Recommendations regarding instructional needs:

1. a. Test his comprehension (reading and aural) of the inflectional endings he does not use--(note what happened in No. 5)--if he doesn't understand them all of the time, teach them to him and drill for a while, if he does understand them but chooses to not use them, forget about it.
   b. If one wanted to teach him SAE speech, I have no idea of what to recommend. Drilling and constant corrections (the usual methods) are boring, turn students off and don't work beyond the classroom doorway, anyhow. The children who learn S.A.E. speech are either surrounded by it, or for one reason or another chose an S.A.E. model and pretty much teach themselves.
2. Training in production of SAE final consonants, and consonant clusters, contrasting verbal inflections.
3. Inform teacher of BE characteristic pattern.
4. The child does not seem to understand the need to listen to an entire sentence for purposes of comprehension.

This subject seemed not to be interested in the meaning of the stimulus sentences, but only in "parroting" what was said by the examiner. Subject seems to need training in listening in order to integrate the elements of syntactic structure into a meaningful whole.

5. a. Oral drill on sounds: final s, es; blends such as cl, cr, initial /s/.
   b. Training on their-they, has-have.
   c. Drill on listening to and repeating sentences for full accuracy.
   d. Help on voice improvement--husky, poor articulation on some words.
6. Intensive drill on flow of words in sentence. Teacher may direct choral reading of poetry as one does music, demonstrating speech melody and inflection by hand motion. Give opportunities to express himself orally in formal and informal situations. Contrast non-standard dialect aspects with standard English aspects to make child aware of differences.

C. Predictions regarding child's learning to read.

1. Loss of confidence in alphabetic symbols.
2. Some problem due to teacher misunderstandings.
3. The child is likely to have difficulty following instructions and attending to oral directions and instructions. The mismatch between subject's oral language and written SAE may present a problem. However, there are some serious questions concerning whether the responses of the child represent his productive ability.
4. This child will have problems in reading accurately if he isn't held responsible for reading <u>every word</u> in his lesson. His tendency to leave out words could be visual as well as auditory; the teacher would need to check this. Final consonants will present some problem in hearing.
5. The use of <u>da</u> or <u>dey</u> for <u>they</u> and <u>the</u> and <u>a</u>, the difficulty with blends will make it hard to learn proper pronunciation.
6. Ease in repetition of models suggests he feels comfortable enough in English. Also no difficulty with "children," and items like positive and negative sentences in sequence.

D. General comments:

1. This child seemed especially bored by the task. This seemed to prevent the child from making an extra effort when slight difficulties arose. This, I believe, accounts for the child's difficulties at least with sentences 24 and 29.

2. Omission of s--initial the is not a characteristic of BE as far as I know. This informant is doing something strange here.
3. The child clearly has difficulty imitating sentences (spoken). The imitation tasks may not be the best way to assess the child's capacity to use (SAE) structures at the various linguistic levels. What is the nature of the child's oral output when in spontaneous conversation or in a narration? What would the child's response be to a test that required one-word responses to syntactic frames that made certain SAE inflections obligatory? A more systematic test with sections that tested for discrete or mutually exclusive tasks might be better for determining information concerning probable reading problems.
4. The problems don't appear to be extremely severe, but would become so if ear training, diction, and voice improvement aren't started now. He needs training to hear accurately all words in a sentence, and to repeat in correct order the words in sentences.
5. Would like to have heard some free production from child and some variety in intonation patterns from model voice.

V. Subject No. 79 of Black language sample

A. Evaluators' comments concerning deviations in performance

	Comment	Frequency
1.	consonant clusters	28
2.	voiced stops	26
3.	/ɵ/	25
4.	/ȡ/	24
5.	3rd person singular present verb	23
6.	unfamiliar expressions	23
7.	voiceless stops	22
8.	has	22
9.	poor repetition-general	18
10.	subject pronouns	17
11.	possessive pronouns	17
12.	noun plurals	16
13.	verb "to be"	13
14.	noun possessive	13
15.	/s, z/	12
16.	articles	11
17.	/l, r/	9
18.	phonology-general	8
19.	vowel glides	7

B. Recommendations regarding instructional needs:

1. Some work with verb inflections.
2. Allow child to outgrow developmental features.
3. The areas of this child's speech discussed under 4B should be evaluated by a competent speech person to determine exactly what is going on. Whether or not the gl and cl→ l, g and k → d, etc. turns out to be dialectal, just playing around, or pathological, I recommend that it be made certain that this child can say gl, cl, etc. Whether or not he chooses to say things this way after he is taught is his own business. Most dialectal features like θ → f, her → huh, is → ∅, etc., are to me minor. But "lean lothes" (21) is major.
4. Discover causal factors in breakdown in fluency, attention span, participatory drive, fatigue (?), etc.
5. Inform the teacher about 3rd sing. regularization in BE. Inform the teacher about copula deletion.
6. Provide passive language stimulation using a Standard American English model in order to improve the level of comprehension.

7. May need remedial work with initial consonant clusters. The remainder of her speech should not be tampered with.
8. a. Oral drill to hear and say final consonants (s).
   b. Drill on /k/ and /kl/ sound and h sound.
   c. Learning to listen and repeat <u>every</u> word in a sentence.
   d. Hearing test is most important to see if child hears all the words spoken to him.
9. Intensive practice in use of 3rd person singular form <u>has</u>, listening to and repeating sentences, short ones then longer ones. Read poetry chorally. Compose sets of questions and answers using the missing elements.
10. Work with the sound of blends, especially those with <u>k</u> and <u>s</u>.
11. 3rd person singular, /ə/ and initial /k/.
    Loss of 3rd person singular of "to be."
12. Concentration on beginning and ending consonants and blends--consonant and vowel blends. Listening.

C. Predictions regarding child's learning to read:

1. If dialect features are overzealously corrected in oral reading, could inhibit formation of sound-symbol associations.
2. I would suggest that the child not be introduced to reading at this time. Immature speech suggests more reading to, conversation with, sharing of activities with instead.
3. Except that when he reads aloud, the teacher may be disturbed that he doesn't always say what's in the book; because he will probably translate the syntax and will certainly use his own phonology.
4. Initial consonant substitutions, especially clusters. Otherwise, the prediction is that if reading materials are boring, reading performance is threatened.
5. The degree of absence of standard English at the levels of phonology, morphology and syntax could result in a mismatch between the child's language and reading materials.
6. Some of the syntactic features of SAE may be considerably further from her speech than they are for the SAE speaking child. Also sound-symbol relations which are not SAE and inflectional endings will provide confusion unless the teacher is dialect aware.
7. Word attack skills and seeing entire sentences will cause or be reading problems--this will affect spelling as well.
8. Reading weak with comprehension difficulties.

D. Other comments:

1. My guess would be that this child has more immature SAE than a dialect.

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2. St. American E. speakers usually make a distinction between brush (hairbrush) and toothbrush. I seriously doubt if any S.E. speaker would designate a toothbrush as a brush. Perhaps this is why there's so much apparent confusion over No. 14. This child is obviously tired after No. 16, or bored with it all, or perceives it to be verbal nonsense. Some explanation for inability to sustain previous production must be sought. The common patterns of (1) dialect confusion and (2) dialect blend are quite obvious in this tape. The ratings are extremely difficult for these reasons.
3. This child's language is generally immature, and she appears to have some short-term memory or attention trouble.
4. There seems to be "baby talk" still apparent in this child's speech.
5. Call attention to the groupings of words in logical thought units. Frame or make cards of groups of words that should be spoken as a unit.
6. Child has good inflection and should be able to learn to read with expression!
7. Wish there had been other intonation examples: question, exclamation, etc. Phrases could be more interesting and not so predictably the same in structure.
8. This could could potentially be a 3-3 1/2 year old speaker of SAE. Thus, age is all-important in making judgments. All judgments are made here in basically an absolute sense--attempting to eliminate age factors. Also note this is an imitation task which makes comments on production and comprehension suspect.

VI. Subject No. 80 of Black language sample

A. Evaluators' comments concerning deviations in performance

	Comment	Frequency
1.	3rd person singular present verbs	32
2.	noun possessives	24
3.	/θ/	23
4.	/ð/	20
5.	voiced stops	19
6.	/e, ɛ/	19
7.	consonant clusters	17
8.	fricatives	16
9.	possessive pronouns	14
10.	/s, z/	13
11.	noun plurals	13
12.	/l, r/	11
13.	has	11
14.	/ae, a, ɔ/	9
15.	unfamiliar expressions	9
16.	voiceless stops	8

B. Recommendations regarding instructional needs:

1. Nothing in this child's speech indicates that special attention is required.
2. An as eager an attitude on part of teacher as is evident on part of child.
3. Teach the teacher the nature of the phonological variations which occur in Black English. Teacher must know of final consonant simplification syndrome.
4. On the basis of the speech sample there is no apparent reason to be very concerned about the linguistic competence of this child. Indirect language stimulation might be of value for the several phonological and inflectional variations from standard English.
5. a. Much drill (oral and aural) on final /s/, /t/.
   b. Work on tongue placement, lip movement to get clear /b/, /v/, /th/, /f/, /v/ sounds.
   c. Breathing exercises to learn /h/ sound.
   d. Phrase drill (examples): in her; on her; with his, his socks, eat breakfast.
6. Train his ears to hear the sounds he omits in his dialect. Include the sounds for which he substitutes other sounds. Widen his experience with standard English through direct

experiences and simulation of lifelike situations. Use the child's own language for reading. Then teach him another way of expressing his thoughts.

7. Proper use of have and has, they-their--help with voice inflection and plural endings.
8. Verbs
   Noun plurals and possessives
   "t" and "th"
9. None--put him in school environment with everyone else.

C. Predictions regarding child's learning to read:

1. The morphological variations which might militate against learning to read tend to be within the competence of the child. The syntax seems to be essentially SAE.
2. Only to the extent that teachers will force the child to give SAE sound-symbol correspondences and SAE inflectional endings.
3. This child should have some difficulty in learning to read if he isn't helped on final sounds of consonants, intervocalic consonant sounds, and practice in oral reading to improve intonation patterns. He is not a severe case, in my opinion.
4. Might have some trouble with comprehension due to tendency to sing song and be staccato.
5. Probably very good reader--seems to be at ease with SAE, except for those dialect forms noted above: 3rd person sing. verbs, noun plurals, possessives.
6. The inconsistency of use of inflectional endings may well and probably does indicate lack of clear-cut rules. These endings may become hard to grasp at first due to their infrequent and inconsistent use. For this child, there may be trouble realizing phonetic reality of these grapheme endings.

D. General comments:

1. The child's voice quality may need to be evaluated by a speech pathologist.
2. I'm not sure whether the absence of /s/ in forming the present tense of the verb is due to the optional operation of the tense morpheme rule or to cluster simplification in the final position or phonological weakening in this position.
3. I think all of these children are too young for the type of evaluation I was asked to make.

VII. Subject No. 81 of Black language sample

A. Evaluators' comments concerning deviations in performance

	Comment	Frequency
1.	3rd person singular present verb	33
2.	verb "to be"	27
3.	possessive pronouns	24
4.	noun possessive	23
5.	verbs-general	19
6.	has	16
7.	noun plural	16
8.	/d/	15
9.	subject pronouns	15
10.	/θ/	14
11.	poor repetition-general	12
12.	/l, r/	12
13.	consonant clusters	12
14.	prepositions	12
15.	/s, z/	10
16.	/e, ɛ/	9
17.	can → could	9
18.	voiceless stops	8
19.	articles	8
20.	subject/verb agreement	8
21.	/š, č/	7

B. Recommendations regarding instructional needs:

1. Work with inflections and pronouns plus pronominal derivatives.
2. a. She needs teachers who will accept her dialect and not try to change it.
   b. She needs teachers who will realize she will outgrow her "baby talk" features (s and z for θ and ð; w for r).
   c. She needs teachers who will accept dialect pronunciations in reading.
3. a. Much, much oral drill in beginning sounds and blends, and final consonants.
   b. Help in tongue and lip placement.
   c. Drill in listening and repeating from model speaker.
   d. Hearing test!!!
4. Drill (intensive). Provide opportunities for choral speaking, singing games, echo games with verses and short stories especially those emphasizing standard English

words for the non-standard dialect used. Indicate speech melody and inflection by hand motions in discussion as is done in directing music.
Practice reading lists of basic speech vocabulary words. Provide opportunities for teaming up with students who use standard English.

5. Needs help in understanding proper use of pronouns. Seems to be some confusion in correct gender. Needs to learn to use plural endings.
6. Child needs basic--but relevant--SAE instruction; child doesn't seem very comfortable in SAE.
7. Stress phonology; work on listening exercises.

C. Predictions regarding child's learning to read:

1. Her use of dialect pronunciations will lead her teachers to correct her when she is responding appropriately to the written code. This will foul up her learning of sound-symbol associations and discourage her from trying.
2. Some immature speech; some poor understanding. Suggests waiting a bit before teaching reading. Then use child's vocabulary and ideas.
3. Will experience difficulty related to teacher's ignorance.
4. Sufficiently different dialect to widen the gulf between the language she comes to school with and the language of books to increase difficulty in reading.
5. This child will have great difficulty in learning to read if much stress is not put on "reading readiness," aural/oral drill.
6. Dialect interference.
7. Perhaps problems caused by inflectional ending deletions. Child will have trouble associating graphemes with phonemes.

D. General comments:

1. This youngster is trying valiantly to perform in a strange and threatening task. Be very careful not to misinterpret the results.
2. This youngster is a classic example of what happens to a child who has had minimal exposure to good language usage before as well as after he enters school. He has a language gap that must be closed early if he is to make satisfactory progress in school.

VIII. Subject No. 83 of Black language sample

A. Evaluators' comments concerning deviations in performance

Comment	Frequency
1. 3rd person singular present verbs	27
2. has	26
3. possessive pronouns	22
4. /θ/	19
5. /ð/	16
6. /l, r/	16
7. /ė, ɛ/	14
8. poor repetition-general	13
9. voiced stops	11
10. consonant clusters	11
11. /ae, a, ɔ/	11
12. verb "to be"	11
13. noun plural	11
14. /s, z/	8
15. subject pronouns	7

B. Recommendations regarding instructional needs:

1. Work with forms of to have.
2. Child needs to be left alone. Child will soon outgrow baby talk features and doesn't have enough nonstandard dialect features to worry about.
3. Should be helped to listen more before responding. Reading vocabulary should be child's own. More one to one conversation with child.
4. Teacher must know of final consonant simplification syndrome, r-vocalization. Africation of [θ, ð] is unimportant. The problems pronouncing toothbrush are trivial.
5. Insufficient evidence.
6. No special training for this child; nothing really deviant from good Black English speaking.
7. a. This child needs to learn how to listen and repeat.
   b. Help on they-their (there) is needed--she doesn't hear their (r).
   c. Help in making /h/ sound is indicated.
   d. Much oral practice on final /s/, /z/, /d/, /θ/ should be given.
8. Needs to hear and say the standard forms. Repetition after the teacher or from tapes similar to the ones used

in language laboratories. Play listening games. Read poetry chorally. Teach use of has through games in which the teacher takes part.

9. Depends on goal--if to teach SAE, then particularly change phonology and third person. I would recommend no change.

C. Predictions regarding child's learning to read:

1. It is possible that a teacher's correction of this child's pronunciation while reading could interfere with the acquisition of sound-symbol associations.
2. Child is interested, quick to respond. Perhaps first reading materials should be child's own original stories.
3. Will experience difficulty related to teacher ignorance.
4. The morphological variations might constitute a slight reading problem.
5. The unfamiliarity with certain SAE constructions may be a hindrance to read SAE--particularly if teachers are oriented toward SAE sound-symbol correspondences.
6. Final consonant sounds and an awareness of "they-their" could be a problem. However, this is not, seemingly, an extremely difficult case to handle word attack skills.
7. The child had a good command of SAE and should be ready to read well!
8. Probably moderately weak reader--some confusions, changes forms easily though seems to be reasonably at ease in SAE. Would guess that the child is easily distracted.
9. He will read in much the same way he speaks. Potential trouble with third person of verb (non-recognition due to lack of recognition of inflectional ending cue).

D. General comments:

1. Her trouble pronouncing the name Gloria--possibly because of the [l] and [r] in the same word--a difficult combination.
2. In several instances, esp. (2), the child was hindered by the unnatural stimulus sentences. I do not consider these to be indicative of the subject's performance in any way.
3. Reversals, fading out at the end of sentences, deletions and substitutions are often due to lack of highly developed listening skills. Listening can be taught in sequential steps.
4. Very good performance. Should read and comprehend well!
5. Would have been useful here to have other intonation patterns rather than the stylized presentation form used by the model.

IX. Subject No. 84 of Black language sample

A. Evaluators' comments concerning deviations in performance

	Comment	Frequency
1.	3rd person singular present verb	26
2.	/ə/	23
3.	poor repetition-general	22
4.	possessive pronouns	20
5.	consonant clusters	19
6.	/l, r/	17
7.	verb "to be"	17
8.	noun possessive	17
9.	/θ/	15
10.	has	15
11.	noun plural	15
12.	subject pronouns	14
13.	/e, ɛ/	13
14.	unfamiliar expressions	12
15.	voiceless stops	10
16.	/s, z/	10
17.	vowel glides	10
18.	phonology-general	9
19.	can → could	9
20.	/ae, a, ɔ/	7
21.	/i, I/	7

B. Recommendations regarding instructional needs:

1. Initial gl clusters.
   Inflectional endings on verbs.
2. Child should not be harassed about speech until he has had time to outgrow developmental features.
3. Speech therapist.
4. This child seems to be in need of language training which concentrates on listening and decoding. However, this particular testing situation may not have assessed the child's ability to comprehend what is spoken. However, the child seems not to have learned to listen to sentences (syntactic structures) in order to grasp meanings.
5. None until found out if some of the syntactical difficulties, with articles, gender differentiation, and coordinate noun phrases are authentic problems or contrived because of the stimulus. If authentic, may need remedial instruction for these specific items but not others.

6. a. This youngster needs much drill in auditory discrimination of beginning, intervocalic, and final sounds.
   b. Ear training drill to expand length of sentences she can remember.
   c. Help in placing tongue and lips should improve production of phonology.
7. Needs to hear and say the standard forms. Play games using the present form of "be." Listening games. Listen to sentences and repeating.
8. Help understanding proper use of plurals and proper pronouns. Also help with voice control and inflection.
9. Child is either very young or needs considerable basic training. The language examples he heard didn't seem to make much sense to him.
10. None needed--age will probably change the one possible articulation problem. Note: an answer to this question necessitates a point of view, e.g., do you want all persons to speak SAE? I feel nothing is "wrong" or irregular with nonstandard dialect.
11. He needs all the help he can get.

C. Predictions regarding child's learning to read:

1. Problems with inflectional endings.
2. Dialect readings are almost inevitable for this child. If overzealously corrected they will disrupt child's learning of sound-symbol associations.
3. Repeating poor--not ready to listen to so much or to produce so much. Child not ready for reading.
4. Syntactic and lexical confusion.
5. Jargon-like responses to stimulus sentences. It is not known if the child would exhibit the same type of confusion when presented with written stimuli.
6. A poor reader because her auditory faculties need so much drill; also her ability to produce sounds. Many word omissions must be cleared.
7. Verb inflectional endings.
   Omission of form "be" (present tense).
8. Basically, the child will read in the same way that he talks. Thus the phonology and syntactical differences he speaks with will affect his reading.

D. General comments:

1. It is difficult to ascertain whether the apparent comprehension problem (i.e., They are on their knees → I on my knees--No. 16) is in fact what it appears to be or whether it is a result of short term memory recall problems created by the method of administering the stimulus utterances.

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2. A number of sentences were too long for child to repeat successfully.
3. This child is unusually hard to transcribe. Many words are simply different from those produced by the model. No other children seemed to have this much difficulty performing the task.
4. It seems that in order to make predictions concerning the child's reading ability as it relates to SAE production or mastery, a more comprehensive and discrete testing instrument would be needed. It seems that specific morphological and syntactic forms should be tested in various contexts. Categories to be tested should avoid overlapping and specific types of responses should be obligatory. It seems that a battery should test specific aspects of phonology, morphology and syntax. It was difficult to assess this child's mastery of SAE in a quantifiable way since it was not known if the jargon-like responses were due to distractions, immaturity (C.A.), poor imitative ability or an actual failure to master SAE syntax.
5. Many errors made because child started to repeat before model had finished, as in 12, 13, 21, 32.
6. This child has considerable gender undifferentiation (e.g., he for she, etc.). To be perfectly honest, this is one of those aspects about which there is considerable debate. Some think it an integral part of the dialect, while others think it largely developmental. At this point it is one of those still unresolved issues, hence I have not listed it as an indicator of "strong dialect."
7. This youngster seems to have many problems in phonology, syntax, remembering complete sentences, and such. She needs much individual help and practice. Some baby talk seems to be apparent, and maturity should improve this speech factor; the more I listen the more the "baby talk" seems to stand out.
8. Start with sentence patterns which are familiar to him, ones from his own dialect and add gradually more unfamiliar ones a few at a time for drill. Read chorally poetry and short stories, sing songs.

X. Subject No. 85 of Black language sample

A. Evaluators' comments concerning deviations in performance

	Comment	Frequency
1.	/ɵ/	15
2.	/ð/	11
3.	consonant clusters	9
4.	noun plurals	9
5.	voiceless stops	8
6.	voiced stops	8
7.	vowel glides	7

B. Recommendations regarding instructional needs:

1. None. Generally, let him be; i.e., let his speech alone.
2. Find a good teacher.
3. Leave her language alone!
4. Proper use of has and have. Using plural inflectional endings. Correct sounds of vowels. Develop more rhythm in the speech.

C. Predictions regarding child's learning to read:

1. She'll succeed in SAE materials--the one sound-symbol problem uptight reading teachers might give her trouble about is th as f, but let's assume her teachers are intelligent enough to perceive the legitimacy of this relationship.
2. This child should be an excellent reader. She should have little or no difficulty.
3. The substitution of words for others and incorrect pronunciation.
4. Probably good and easy reader.

D. General comments:

1. This child's articulation was nearly as precise as the model's, although there is a tendency to indistinctness (due to loss of vocal energy) at utterance final position.
2. Because she is so standard in so many other areas, it's possible that f for ɵ may be a developmental stage for her SAE.
3. This child would appear to have minimal language problems, and should be an excellent reader.
4. Interesting to note that this child was only one so far that repeated the initial Spanish phrase correctly.

APPENDIX 6: SUMMARY OF EVAIUATORS' COMMENTS CONCERNING CHILDREN IN MEXICAN-AMERICAN LANGUAGE SAMPLE

I. Subject No. 22 of Mexican-American language sample

A. Evaluators' comments concerning deviations in performance

Comment	Frequency
1. /š, č/ English	17
2. /ɵ/ English	14
3. poor repetition-English	14
4. /s, z/-English	12
5. 3rd person present verb-English	10
6. possessive pronouns-English	9
7. reflexives-Spanish	9
8. Spanish words in English	8
9. /ə/ English	8
10. poor repetition-Spanish	8
11. phonology-English	7
12. /ae, a, ɔ/ English	7
13. has-English	7
14. stress-English	7

B. Recommendations regarding instructional needs:[⊠]

1. His most obvious weak point is his Spanish intonation in English sentences. This child was the only one to have this type of problem. Other areas include drilling on subject pronoun, esp. he/she. Vowels in general and the s/z difference are specific phonological problems. There seems to be no problem with the child's Spanish.
2. He has a few phonological difficulties, which aside from typical children pronunciations (coo for school, breakfass

[⊠]It should be noted that the number preceding each comment serves merely to differentiate a comment from that made by another evaluator. The same number used in reference to instructional needs and reading achievement for the same child, or in reference to instructional needs for two different children does not necessarily refer to the same evaluator. That is, the comment numbered (2) refers only to the fact that this comment is the second selected for inclusion in this report and does not refer to a particular evaluator.

for breakfast), are the predictable ones: x for h, č for š, etc. Some work on his English pronunciation is desirable, but in general the boy seems to be progressing well.
3. š, č distinction; inflections--final z.
4. None. Seems highly competent except for minor Spanish phonological influences on SAE.
5. Work in English phonology; pronoun confusion in gender, number, possession; ordering in predicate with the negative.

C. Predictions regarding child's learning to read:

1. Readiness and accuracy of Spanish, superior to all other samples I have heard.
2. Will read in Spanish and in English (if oral English fluency is practical).
3. Stronger in Spanish than in English. Reading readiness program should be in that language in which he will have to read. His level in bilingualism indicates he can handle either.
4. His careful repetition and his quick processing of some of the sentences suggest that he will have little trouble in actually learning to read--the problem will be attentiveness.
5. Good comprehension in Spanish and English.
6. Small number of errors lead me to predict no problems.
7. Will have Spanish accent in English, but his command of English (other than accent) will be fine.
8. I would expect him to do well at reading.
9. Certainly ready for Spanish, especially own dialect. Soon ready for English.

D. General comments:

1. To judge from the voice and from the amount of sophistication he shows in Spanish (he even recognizes and can repeat desayuna!) it seems likely this boy is a Mexican national or of parents who have recently immigrated to this country. The speech patterns suggest a fairly high social level. He should become fully competent in English in about a year; at the same time, he should be encouraged to read Spanish (quite possibly he's already literate in Spanish).
2. Demonstrates ability in code switching.
3. He took on a somewhat playful attitude, thus perhaps obscuring his true ability. He no doubt would have sounded more natural if he had kept his mind on the task. But he seems to be bright enough.

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4. He has full command of Spanish, only changes he made were to correct Spanish to regional norms. (ex. 39). He obviously doesn't use "desayunarse."
5. Most interesting is this boy's ability to substitute synonyms in repeating (e.g., No. 26--several false starts: they get ... dress[ed]; No. 38: "Gloria y David ... no ... Gloria y el bebe toman leche"). The use of the contracted form (not used on the model tape) in 30 suggests good previous knowledge of English even though he then repeated the full verb.

II. Subject No. 26 of Mexican-American language sample

A. Evaluators' comments concerning deviations in performance

	Comment	Frequency
1.	poor repetition-English	30
2.	poor repetition-Spanish	25
3.	3rd person singular present verb-English	11
4.	vowel glides-Spanish	11
5.	/ɖ/ English	10
6.	/š, č/ English	10
7.	/l, ř, rr/ Spanish	10
8.	possessive pronouns-English	9
9.	Spanish words in English	8
10.	verbs-English	8
11.	phonology-Spanish	8
12.	has-English	7
13.	reflexives-Spanish	7
14.	articles-Spanish	7

B. Recommendations regarding instructional needs:

1. She needs some attention at the speech clinic before she enters school; people will have trouble understanding her because of her slurred speech, in both languages.
2. Intensive oral practice in both languages.
3. Listening exercises. He should receive instruction in standard Spanish as a second dialect; strong oral language development in Spanish to insure continued cognitive development. In addition, concept development should be in Spanish.
4. None without more information than this tape.
5. English syntax--verbs
   prepositions
   pronouns
   English inflectionals--verbs (z, s)--absent
   possessives (z)
   plurals (s, z)--absent
6. a. Remedial work on both SAE and Spanish consonants.
   b. Practice in repetition.
7. Work on this child's consistent errors in segmentals and suprasegmentals would probably clear up his English rather quickly. Could probably handle academic work in either language.

C. Predictions regarding child's learning to read:

1. I would suspect that inability to reproduce sounds is because they are not within child's experience and therefore child is not ready to read.
2. Not yet ready to read in either Spanish or English.
3. Not particularly amenable to a phonics approach until she can acquire a greater insight into the sounds she's making. Doubt that she can syllabicate with as much ease as many young children (Spanish-, not English-speaking) can do.
4. Child's readiness has not been fully developed. Needs strong pre-reading program in Spanish in a language experience approach which incorporates non-standard dialect.
5. Her tendency to leave out words suggests that she would do the same in reading and would have difficulty keeping long enough strings of words in her head to make very fast progress. But she no doubt has the ability.
6. Large number of unintelligible items suggests general problems with communication.
7. He (she) will be a very poor performer.

D. General comments:

1. Psychological testing may reveal slight retardation.
2. If this child is introduced to reading in English without a firm foundation in listening and speaking skills in English, carefully developed pre-reading skills in English and a delayed introduction to the printed word, there is little likelihood for success.
3. This child repeated, unconcerned (and therefore uninhibited) about whether the items made sense. She would probably do nearly as well in an unknown language. Rhythm came through well, but individual words--even whole phrases--got lost in the shuffle. Only rarely was a clearly different item given: pa la for a la which was a correction of the original; she/he translated in 35. This kid is not ready for 1st grade in any language.
4. Code switching of some vocabulary items both ways (39--Gloria y David → Gloria en (and) David; 49--at home → en home).

III. Subject No. 27 of Mexican-American language sample

A. Evaluators' comments concerning deviations in performance

	Comment	Frequency
1.	poor repetition-English	24
2.	/l, ř, rr/ Spanish	18
3.	Spanish words in English	15
4.	/s, z/ English	14
5.	vowel glides-Spanish	14
6.	/ə/ English	13
7.	3rd person singular present verb-English	13
8.	poor repetition-Spanish	13
9.	/θ/ English	12
10.	possessive pronouns-English	12
11.	consonant clusters--English	11
12.	lexical items-Spanish	10
13.	phonology-English	9
14.	/l, r/ English	8
15.	noun plurals-English	8
16.	subject pronouns-English	7
17.	noun possessive-English	7
18.	/s, č/-Spanish	7

B. Recommendations regarding instructional needs:

1. The child appears weak in use of subject pronouns and possessive pronouns. Phonology could also use some help, although some distinctions such as s-z and č-š seem about to be firmly established. The child's Spanish appears adequate.
2. Special emphasis on 3rd person singular, plural s, th, blends. Oral language practice!
3. Develop auditory and listening skills in Spanish. Language development based on strong oral language providing rich social and linguistic experiences. More exposure to readiness skills.
4. No special attention--just straightforward instruction.
5. Spanish consonants ř, rr; l/n, r/n distinction.
6. a. Needs work on both SAE and Spanish phonology.
   b. Needs work on SAE and Spanish morphology.
   c. Seemed to have a cold which could have affected responses (did I hear sneezing?).
7. Missing question: Spanish morphology.

Uses baby forms: e for ie, t(i)ene 4, 11, 16, etc.
p(i)erna 33
cetin for calcetín

8. Could probably handle academic subjects in both languages.

C. Predictions regarding child's learning to read:

1. Difficulty in hearing sounds which causes difficulty in reproduction. Interferes with building readiness in reading.
2. Seems ready to read Spanish.
3. Will be O.K. in Spanish, and probably, a year or two later, also in English.
4. Even his stronger language is poorly developed. Not ready to read in any language. Delayed reading and when introduced it should be in Spanish. Unless language experience is used which reflects his non-standard dialect, he will not succeed in reading.
5. Will probably do well, because he followed instructions well and had the patience to go through with the whole exercise.
6. Fairly good comprehension of spoken English.
7. Forementioned problems suggest the child will have some difficulty.
8. The missequencing of phones in repeating may well cause trouble in spelling in the proper sequence and even in reading.

D. General comments:

1. Improves on somewhat unnatural sentences, dropping el (4); note reordering of No. 17, using un where model unnaturally stresses su.
2. The child has some type of speech disorder whose cure should take precedence over improvement of one language or another.
3. Not ready for 1st grade.
4. Vowels are nasalized and consonants are not clearly articulated. Many longer phrases in both languages are misrepeated, with metathesis and substitutions of [n] for laterals or dentals and with intrusive [n]. I cannot say on the basis of a test merely asking for repetition whether this is pathological. Spontaneous production by the child would help determine this.

IV. Subject No. 28 of Mexican-American language sample

A. Evaluators' comments concerning deviations in performance

	Comment	Frequency
1.	Poor repetition-English	36
2.	poor repetition-Spanish	17
3.	/l, ř, rr/-Spanish	15
4.	/š, č/ English	10
5.	consonant clusters-English	9
6.	/ð/-English	8

B. Recommendations regarding instructional needs:

1. Needs listening practice in Spanish. Needs more exposure to English.
2. The child's Spanish seems fine. His English is near zero, if we can judge accurately from his repetitions. It is difficult to recommend anything except that the child start from scratch, in a beginning ESL class. More in-depth information about the child's English syntax is necessary before any solid recommendations can be made. Other than isolated words, little data on the child's English was available.
3. The child may not be able to speak English to any useful extent; consequently, she needs exposure to more Anglo children in the playground situation as well as attention to her English in class. She's dominant in Spanish, but this interview doesn't really establish how fluent she may be.
4. English phoneme production
   English language instruction.
   Spanish consonants ř, n, l, d.
5. I cannot make any recommendations based on this limited sample.

C. Predictions regarding child's learning to read:

1. Too little reproduction of language to diagnose language problems.
2. Spanish O.K.; English--not a chance unless child learns oral English first and gains full command of it.
3. If child understood that he was to repeat utterances, then he demonstrates poor recall in Spanish, and little or no English comprehension. He would need a highly structured oral language program in Spanish focusing on listening

skills, pre-reading skills in Spanish, with delayed introduction to reading and definitely not in English.

4. His difficulty in paying attention to oral instructions suggest that he wouldn't be willing to sit still through a reading lesson, though his innate ability is high enough.
5. Failure to respond suggests the child will have difficulty.
6. She won't in English.

D. General comments:

1. Even in this highly structured activity, child shows a certain amount of independent expression. As indicated above, (s)he restructures Spanish sentences in a more normal syntax, e.g., "la mamá" instead of "mamá" (13, 50), "tiene" for "toma" (44), use of "se anda ..." (15), removal of "hoy" (46). Has a good intervocalic English d--45, 47.
2. Is fluent enough in Spanish. If you can get his attention, he can learn to read Spanish. Is alert, but his performance here was misdirected.
3. Linguistic aspects difficult to assess--the child appears to be responding and/or interacting with stimulus other than the oral model because:
   a. Utterances are incomplete, unrelated, and devoid of meaning.
   b. Child translates into Spanish whatever he comprehends in English.
4. He obviously didn't understand the directions--or didn't listen to the sentences as they were said. He's rather observant of his surroundings, though, because he seems to have listened to the other students and remembered the content of the sentences, as is indicated by the sentence about milk which he injects after No. 35. He wanted to participate in a meaningful dialogue, not just repeat some sentences.
5. Child seemed very young. Inability (or lack of attention) to repeat most sentences provided very little data input.
6. She didn't understand what her job was. Her entire talk is based on pictures, not on the sentences she hears. Knows no English.
7. Since the little boy repeated almost nothing, especially in English, it's hard to judge. However, he seemed to have some active command of Spanish, since he delivered a running commentary in Spanish rather than repeating (e.g., right before 30, where he commented on the picture in Spanish). Probably knows no English.
8. Test produced a considerable emotional stress. It is clear that the child is Spanish dominant, but a more relaxed and relaxing interview is needed before any detailed judgments can be made.

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V. Subject No. 29 of Mexican-American language sample

A. Evaluators' comments concerning deviations in performance

	Comment	Frequency
1.	poor repetition-English	21
2.	/ɖ/ English	20
3.	possessive pronouns-English	19
4.	/l, ř, rr/ Spanish	19
5.	/s, z/ English	17
6.	3rd person singular present verb-English	17
7.	/č, š/ English	14
8.	consonant clusters-English	13
9.	/l, r/ English	10
10.	prepositions-English	10
11.	articles-Spanish	10
12.	vowel glides-English	9
13.	phonology-English	7
14.	/ɵ/ English	7
15.	unfamiliar expressions-English	7
16.	vowel glides-Spanish	7

B. Recommendations regarding instructional needs:

1. None (specific)--seems alert and bright.
2. The overall impression left by this child was that he needed training in English through ESL techniques. Intonation seems to be the least problematic of the areas under study. Morphology and phonology of English need developing, especially possessives and 3rd person singular inflection. Phonological distinctions not made in Spanish (such as s - z) seem to be major problems. The child's Spanish needs no correction or aid.
3. The child is practically a functional bilingual but she does need more work on her English phonology. Her errors are mostly childish ones which will disappear soon. Apparently she is quite young (4?, 5?), to judge from the type of error. On the whole, her English needs a little work. She seems intelligent and cooperative.
4. More oral language, especially SAE.
5. A good oral language development program will take care of the interference.
6. Just decent human beings as teachers.
7. Inflectional endings. English pronouns. All English final consonant production.

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8. a. Needs work on SAE [ð], [z], [r], [ɛ] and Spanish [r], [s].
   b. Needs work on Spanish articles (un, su, el, etc.)
9. Will progress better taught in Spanish than English.

C. Predictions regarding child's learning to read:

1. Mental alertness; improved Spanish interpretations.
2. Seems to have language readiness in Spanish. Is making progress in English.
3. Probably ready to read Spanish.
4. No. Unless one might observe that the child is close to being functionally bilingual and would benefit from a bilingual education program.
5. Pre-reading should be introduced in Spanish ESL.
6. Sincerity and attention to detail rather high--both needed in reading class. "Interference" of Spanish phonology might elicit counter-productive responses from the teacher that would impede progress by raising unfounded doubts about the child's true verbal ability.
7. Good differentiation between the languages.
   Excellent comprehension.
   Good vocabulary in both languages.
8. I predict no difficulty. Errors seem to be the result of immaturity.
9. Not ready to read English.
10. Probably will have little trouble.
11. Ready to read Spanish.

D. General comments:

1. Of the eight informants whose samples I have listened to so far, this one seems the most 'neutral' or 'unremarkable.'
2. Well advanced in comprehension and vocabulary of Spanish and English.
3. The lack of z may to some extent be related not only to the lack of notion of agreement in English but also to phonotactic patterns of English not present in Spanish (e.g., z finally in some levels of Spanish → h, ∅, and -Cs does not occur there). Still, the use of have for has (14, 35, 32) would suggest even the concept of agreement in English (though developed for Spanish) is lacking here.

VI. Subject No. 30 of Mexican-American language sample

A. Evaluators' comments concerning deviations in performance

	Comment	Frequency
1.	poor repetition-English	34
2.	poor repetition-Spanish	18
3.	verbs-English	16
4.	3rd person singular present verb-English	16
5.	/ð/ English	14
6.	/s, z/ English	14
7.	/š, č/ English	12
8.	lexical items-Spanish	9
9.	/l, r/ English	8
10.	possessive pronouns-English	8
11.	articles-English	8
12.	comprehension-English	7
13.	Spanish words in English	7
14.	phonology-English	7
15.	/θ/ English	7
16.	vowel glides-Spanish	7

B. Recommendations regarding instructional needs:

1. The child seems to be most lacking in the area of comprehension, if we are to assume that his production reflects his comprehension. His Spanish appears in fine shape. It is difficult to make recommendations based on only this sample. I would prefer a sample of spontaneous interview.
2. Don't hold this child back!
3. Her errors in Spanish are essentially childish mistakes which should clear up as she acquires more vocabulary and oral practice. The English needs a bit of work, both on oral comprehension and on sentence production.
4. More <u>oral</u> English!
5. Instruction, I don't know. Her problems fall, I'm afraid, outside the pale of the domain of present pedagogical understanding (and even principles). She's probably more over-anxious than slow to understand. She also seems to lack confidence in her English, so I'd not press her too hard to talk English under pressure.
6. --r, l, n distinction
   --English verbs
   --English pronouns

7. a. Needs work on sounds of SAE which are different than, but similar to, those of Spanish.
   b. Needs work on SAE irregular verbs.
   c. Omissions in SAE and Spanish are hard to evaluate. Cause may be the sentence difficulty, poor tape quality, age of child, etc.
8. Needs primary Spanish program, and considerable attention in English.
9. Work on inflections and pronouns in English.
   Work on English phonology (ə, r, systemic vowels i, iy, aspiration of initial stops).

C. Predictions regarding child's learning to read:

1. I think that the child will have difficulty because of inaccuracy of hearing and repeating English.
2. Sounds like a bright child, quick and ready.
3. Excellent ability to mimic and obvious experience in using both languages. In Spanish, ability to generate synonyms.
4. In Spanish--yes.
   In English--later.
5. Reading should be introduced in Spanish to this student; English only after a strong ESL program. Student needs auditory discrimination practice in Spanish as a pre-reading development.
6. Trouble with left-to-right processing.
   Difficulty in holding (Inability to hold)
   long strings of words in abeyance till she can figure out the whole sentence.
7. Ready to learn to read own dialect; not ready for English.

D. General comments:

1. This little girl is probably of slightly-above-average intelligence and should do well in school. She should be encouraged to acquire written Spanish and to maintain this language. Her problems with English are mostly phonological and should be easy to correct. While I doubt she's a Mexican national, I suspect one or both parents were born in Mexico and/or are reasonably well educated.
2. Her tendency to reverse the order of Gloria and (y) David suggests that there's something "funny" about her temporal processing of input and the mediational activity that is associated with linguistic (verbal? cognitive?) processing and generation of internal output in response to auditory input. This is a good case-study subject for a phycholinguistic specialist. The heavy breathing and the interruptions with "Que?" or "What?" are part of this syndrome somehow.
3. Given freedom, could probably get by in English in minimal situation.

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VII. Subject No. 31 of Mexican-American language sample

A. Evaluators' comments concerning deviations in performance

	Comment	Frequency
1.	/s, z/ English	14
2.	prepositions-English	14
3.	/l, ř, rr/ Spanish	13
4.	Spanish words in English	12
5.	consonant clusters-English	11
6.	/ð/ English	10
7.	/š, č/ English	10
8.	poor repetition-Spanish	10
9.	possessive pronouns-English	9
10.	/i, I/ English	8
11.	/a/ Spanish	7

B. Recommendations regarding instructional needs:

1. Child seems very bright, able to handle long sequences; will probably not have unusual difficulty. Maybe a little practice on palatal series of consonants in both languages.
2. None, beyond normal.
3. In English, most problems are phonological, and many of these may be due to her age--e.g., 'toosbrush,' 'breafas,' etc., are common pronunciations among children and some adults. In some cases, typical Spanish to English influence is seen--velar pronunciation of /h/, devoicing of final /s/, overly tense vowels. She needs a bit of remedial drilling in phonology. In Spanish, her vocabulary could be expanded a little (dientes, rodillas, etc., are common words and should be articulated better, whereas forms like abotonar, despertar, desayunar need to be taught--they're not common among children, so that errors with them aren't surprising).
4. A strong oral language program will take care of the minor problems this student has.
5. An observant child--just give her good teachers and plenty to read in both languages.
6. z, s distinction in English, especially in final position. Retroflex (English) and Tap (Spanish) r distinction.
7. None. This child seems competent enough. Additional maturity will probably remedy any problems.

8. Could take academic work in Spanish. English should be taught as a new language.

C. Predictions regarding child's learning to read:

1. Ability, when he interrupts, to repeat and at the same time catch model's continuing cues.
2. Ease in Spanish since her pronunciation is so good. Difficulty in English.
3. Should have no difficulty.
4. She should be taught to read Spanish first, because she's Spanish dominant (I'd say about 65-35 Spanish-to-English dominance). She has trouble with understanding spoken English sentences or at least with retaining them long enough to reproduce them.
5. Will learn to read in Spanish and in English.
6. Good auditory discrimination, good reproduction, should be able to take readiness program in <u>either</u> Spanish or English.
7. I would predict that she will do well. She pays attention to words, as in her repetitions of No. 18 and No. 29 when she repeats the model's word and then "incorrects" herself--on → in, her → the.
8. Good comprehension Spanish and English.
9. Fidelity of repetition suggests no problems with reading.
10. Great prospect.
11. Could learn to read own dialect of Spanish now. Should also be able to start handling limited English reading.

D. General comments:

1. Student shows good separation of languages with only slight interference.
2. Well advanced in comprehension and vocabulary, Spanish and English. Has a good start on inflectional endings: unvoiced consonants+ s.
3. Seems to be fully bilingual.
4. Interesting vocabulary substitutions (= loans from English and Spanish:
   26: Gloria and David → Gloria <u>y</u> David
   33: El bebé → El <u>bebito</u>
   39: Gloria y David → Gloria y [devi]
5. The sentences were generally too easy for this child: the limited domains and vocabulary and artificial intonation prevent an adequate picture of its mastery of English.
6. Judgments about this child's English seem speculations, at best. She appears to mimic pretty well, but not to have much English mastery (competence or performance).

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VIII. Subject No. 33 of Mexican-American language sample

A. Evaluators' comments concerning deviations in performance

	Comment	Frequency
1.	poor repetition-English	40
2.	poor repetition-Spanish	20
3.	English words in Spanish	20
4.	/š, č/ English	16
5.	consonant clusters-English	13
6.	possessive pronouns-English	13
7.	/s, z/ English	11
8.	3rd person singular present verb-English	11
9.	vowel glides-Spanish	11
10.	/ð/ English	10
11.	phonology-English	8
12.	/θ/ English	8
13.	subject pronouns-English	8
14.	consonant clusters-Spanish	8
15.	fricatives-English	7
16.	/ae, a, ɔ/ English	7
17.	noun possessive-English	7

B. Recommendations regarding instructional needs:

1. Third person singular verb inflection seems to be the main problem. Also use of possessives, especially distinguishing masculine-feminine possessive categories. The child's Spanish comprehension (and therefore his production) is bad. He seems to have the phonology, but not the structures.
2. Unless it's merely a matter of age, this girl has serious problems of understanding, as well as of generating, in both languages. She probably has a very negative home life, characterized by limited contact with other children and little communication. She tires easily. The problem seems social rather than pedagogical. Get her into a group of healthy, talkative children (either Mexican or Anglo) and she'll perk up. As it is, English is slightly dominant but neither language is as well mastered as it should be.
3. When child is still very young and in language development stage, strong oral language program in English first, and perhaps later also in Spanish.

4. Before designing a curriculum for this child, it should be determined if "Spanglish" is home language. Phonological strength is in Spanish. Syntactic strength is in English. Linguistic interference is bi-directional. Recommend TV at home for exposure to SAE.
5. Instruction in syntax of each language. Child has serious problem with consonant distinction, even in Spanish: k → č, s → č.
6. a. Omissions hard to evaluate as to cause or potential effects.
   b. Needs work on [š], [h], [l], [θ], [z].
   c. Needs work on SAE plural endings.
7. Don't press her. Just let her continue to let her language develop without fretting.
8. Can probably handle academic subjects in Spanish, but not English. Could benefit by training in ESL.

C. Predictions regarding child's learning to read:

1. Her language ability is rather poor, and phonics approaches commonly used in elementary school would baffle her.
2. Start reading in English first!
3. Oral language development shows bi-directional interference and indicates a need for readiness skills to be developed in English with concurrent instruction in ESL.
4. The inability to concentrate on more than about 3 words at a time suggests that the child will be slow in learning to read for herself, but will be able to follow along listening to the teacher and probably catch up later if her teachers are understanding and helpful.
5. He isn't ready to learn to read either language.
6. Unready to read anything like standard English.

D. Other comments:

1. The child needs help as soon as possible. She's on her way to becoming linguistically stunted, as it were: i.e., she may not acquire an adequate command of Spanish and her English is likely to be quite deficient if not straightened out soon.
2. Poor recall in both languages. Poor auditory discrimination. When given a Spanish model, translates parts of sentence into English. Total readiness is questionable. Child should be tested non-verbally for I.Q.
3. The child's anxieties were apparent--anxious to please the teacher but unable--anxious about learning English--anxious about the prospect of making yet another poor showing--etc. I suspect that this child is brighter than

this test would suggest. Also, the child probably works better alone than with close scrutiny. How much "baby talk" (particularly in phonology) results from a sort of regression syndrome that develops in test situations such as this one? I'd like to compare this kid's playground linguistic behavior with the performance on this pedagogical task.

4. English is the stronger language:
   a. Intonation
   b. Comprehension
   Sound production in both languages is very weak.
5. It seems that this little girl is very young and has not yet fully developed her language. Certain sound substitutions and simplifications as well as an underdeveloped inflectional morphology in both Spanish and English (cf. the pronoun system!) indicate this as well as her more limited memory span and unfamiliarity with certain vocabulary items. Also her code switching within the same sentence (both ways--into Spanish from English and vice versa--e.g., No. 10 'on' → 'en'; No. 11 /en činoz/; No. 16; No. 31; No. 48 Papa ... go ... a work) indicates the same thing.

IX. Subject No. 34 of Mexican-American language sample

A. Evaluators' comments concerning deviations in performance

Comment	Frequency
1. poor repetition-English	24
2. poor repetition-Spanish	15
3. /š, č/ English	14
4. 3rd person singular present verb-English	13
5. /l, ř, rr/ Spanish	11
6. possessive pronouns-English	10
7. /s, z/ English	9
8. /i, I/ English	7
9. voiced stops-Spanish	7

B. Recommendations regarding instructional needs:

1. Practice speaking--seems to understand better than he produces. (Maybe this will happen anyway as he grows up.)
2. This child has difficulty only with English. His possessives and negation should be focused on and strengthened. Also seems weak phonologically, especially s/z distinction. Since he only repeated 4 sentences accurately, this may indicate failure to understand English.
3. Remedial work on English, both grammar and pronunciation, suited to her age. (She seems very young.)
4. English pronouns: case distinction
   person distinction
   š production
   Spanish Tap (ř) and Trill (rr) production.
5. a. Needs work on SAE phonology and morphology.
   b. Needs work on Spanish syntax.
   The child seemed not to comprehend the task at times.
6. Work on consonants in both SAE and Spanish.
   Work on verb conjugations and phonological rules in Spanish. Pronouns in English. Ordering noun + modifier in English.

C. Predictions regarding child's learning to read:

1. Even though performance is spotty, I'd predict fair school success. Reacts quickly, meaningfully when he couldn't handle a sentence.

2. Difficulty reading in both languages. Lack of readiness.
3. Good oral language. Will read in Spanish and English.
4. Should learn to read in Spanish. Needs strong reading readiness program to develop listening skills to improve recall. Needs highly structured ESL program. This child's oral language shows overall lack of readiness for reading.
5. Attention span not bad and interest high, so he will probably respond well to instruction and work at it and learn to read. His rephrasings suggest to me that the "look-say" method might be more effective, because he attends to meaning rather than to sound.
6. Numerous errors suggest the child will have difficulty.
7. In English: trouble.

D. General comments:

1. It would cause less confusion for the child if all Spanish sentences were lumped together and all English sentences were placed together in the test.
2. Dialect speaker. Poorly developed language. Poor recall. Reconstructs sentence frequently, but without loss of comprehension.
3. Limited domain of the English is frustrating. The free statements show probably communicative ability in English.
4. Notice the Spanish phraseology carried over into English No. 1 washes <u>the</u> neck.

X. Subject No. 35 of Mexican-American language sample

A. Evaluators' comments concerning deviations in performance

	Comment	Frequency
1.	poor repetition-English	39
2.	/š, č/ English	15
3.	/s, z/ English	10
4.	consonant clusters-English	10
5.	3rd person singular present verb-English	10
6.	/ə/ English	9
7.	/l, r/ English	9
8.	/θ/ English	7

B. Recommendations regarding instructional needs:

1. The child seemed most advanced in phonology. His needs are many. He should be treated as a beginner in an ESL class; instruction could begin with simple syntactical patterns and tenses and progress to the more difficult ones.
2. She has not yet acquired English to any great extent, so that her inclusion in a bilingual education program would be desirable. Her Spanish is quite good and suggests recent Mexican origin of self or parent(s).
3. Oral English!
4. Concept development must be given in Spanish because of poor comprehension in English, to prevent retarding cognitive development.
5. English comprehension:
   a. vocabulary
   b. pronouns
   English sound production:
   a. consonants
   b. inflections
6. She clearly had a good command of Spanish and a poor knowledge, it appears, primarily of English vocabulary. I would expect her to progress in reading much more easily if first taught in Spanish.
7. Give extensive instruction in one of these languages, so she at least has a dominant and fluent language.

C. Predictions regarding child's learning to read:

1. Ready to read Spanish; far from ready in English.
2. No. Except that she must learn English. It would be helpful to make her literate in Spanish first, assuming this hasn't been done already.
3. Will learn to read <u>in Spanish</u>.
4. Is definitely not linguistically prepared for reading instruction in English; however, with a strong ESL program accompanied by reading readiness in Spanish this child should be able to learn to read in Spanish successfully.
5. Facility in repeating all the syllables in Spanish suggests that she could learn to read in Spanish better than in English. The level of frustration in the production of English suggests that the child would give up easily when the vocabulary got hard in reading passages.
6. Poor English comprehension.
7. She won't be able to read English because she doesn't speak it.
8. Ready to read in Spanish.

D. General comments:

1. This little girl has good language ability, to judge from her ability to imitate quite closely, her rather good Spanish diction, and the overall impression of alertness and intelligence which she makes on the hearer. At present, however, she appears to need a lot of help with her English. If she is, as I suspect, a recent immigrant from Mexico, she may acquire English rather soon in the local public school system.
2. Very strong in Spanish production and comprehension.
3. A real monolingual apparently.
4. Child appears to have been exposed to standard Spanish, but to very little English.

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